DOCUMENT RESUME

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ABSTRACT

The heavily illustrated handbook provides a collection of informally organized career education instructional materials for kindergarten and grade one. Some of the topics stressed include ecology, community workers, and nutrition. The instructional materials are varied and include worksheets, learning activities, games, experiments, patterns, recipes, transparency masters, and teaching outlines. A two-page resource guide concludes the document. (BP)

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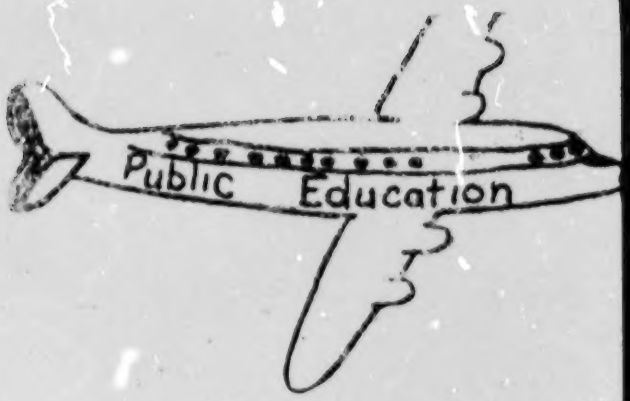
# K-1
# Idea Book
for




ED110624

# Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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# World of Work

Weatherford Independent School District

CE 004 398

JUN 0 2 1975

## ONCE OVER LIGHTLY

### Questions for Interview With Parents

1. What is your job called?

_____

2. Do you work inside or outside?

_____

3. Do you use tools in your job? Name them.

_____

4. What are three things that you do at work?

a. _____

b. _____

c. _____

5. How does your job help other people?

_____

_____

_____

_____

_____

HOW DO WE COME TO SCHOOL?

I. Requirements for School Bus Drivers or Drivers of Public Vehicles which carry people.

A. Should have good health including good hearing and good eyesight.
B. Have a special license called a chauffeur's license.
C. Take tests and have special in-service training according to type of vehicle driven.
D. Must know safety rules, signs and regulations concerning the kind of vehicles they drive.
E. Must have their vehicles inspected often and see that they are kept in good condition.

II. Rules and Behavior for Student Riders and Walkers.

A. Buses

1. Stand in line quietly while waiting for buses.
2. Do not get on people's property, "cut-up" with friends or destroy or clutter while waiting for vehicles.
3. Sit well back in your seat, and remain seated until vehicles come to complete stop.
4. Keep hands off doors while riding.
5. Speak in a quiet voice.
6. Keep head and hands inside vehicles.
7. Keep aisles clear and uncluttered.
8. Do not distract the attention of driver.

B. Cars including Taxicabs

1. Do not play around or inside parked cars.
2. Never run into a street from between parked cars or buses.
3. Never ride with strangers.
4. Keep door locked -- do not play with handles.
5. When shutting door be sure no fingers or hands are in the way.
6. Fasten seat belts.
7. Remind adult drivers, in a nice manner, to observe all safety rules, signs and regulations while driving.

C. Bicycle and Tricycles

1. Observe same traffic regulations demonstrated by Scout.
2. Take good care of bicycles and tricycles. Keep them oiled, put away after riding, and clean.

D. Walkers

1. Walk on right side of sidewalks, but on left side of streets facing traffic.
2. When walking look straight ahead -- "look where you are going! Keep your head up; keep hands swinging slightly at sides -- if carrying a load, try to keep it balanced between the two hands.
3. Stay on the sidewalk and/or the street; watch for vehicles -- look both ways when crossing streets or intersections.
4. Do not "jay-walk".
5. Stay off and/or out of people's property.
6. Do not pull or pick flowers from or walk across individual's yards.
7. Do not talk to, walk along with or get into cars with strangers.

## I WANT TO HELP

### CHECKING FOR POLLUTED AIR

Have the children spread a thin coating of Vaseline on several microscope slides and place these in strategic places inside and outside the classroom. At regular times, have them check the slide surfaces for air pollutants and write down what they discover. Examining their findings under a microscope and drawing what they see makes the study even more interesting.

### FEEDER FOR THE BIRDS

Put the real thing into your nature studies with this easy-to-make bird feeder:

Materials: one dulled pie plate, 5" - 6"; one pie plate, 9"; seven empty wooden spools, small size; one length of heavy wire 16" long to go through spool holes; two pieces of thin copper wire.

Method: Punch a hole large enough for the wire in the exact center of both pie plates. With pliers, bend a small circle at one end of the heavy wire and string on this the small pie plate, then the seven spools and, last, the large pie plate. To firm plates, punch a hole at right and left of both pie plates in line with center holes, at extreme outer edges. Put copper wire through these holes and fasten at bottom.

# *Conservation Pledge*

I GIVE MY
PLEDGE AS AN AMERICAN
TO SAVE AND FAITHFULLY TO
DEFEND FROM WASTE THE
NATURAL RESOURCES OF
MY COUNTRY — ITS SOIL
AND MINERALS, ITS
FORESTS, WATERS,
AND WILDLIFE

# TOWARDS A FAMILY ECOLOGY

The returns are in. We know what we've done to our earth, our air, ourselves. We are beginning to know what we can do. We are beginning to take the first steps in the long walk toward the goal of making the world fit for our children to live in. We offer you here things you can do NOW, things you can teach your children to do NOW, things they must understand the reason for doing NOW.

## Air is to Breathe

The car is the single greatest source of air pollution.

Walk, bicycle, use public transportation or form car pools whenever possible.

Equip your car with an air pollution control device. Ask for information where your car is serviced.

Don't let your car idle unnecessarily.

Keep your car well tuned. A well-tuned car emits less polluting elements into the air.

Use a lead-free gasoline. Amoco is one. Lead, like hydrocarbons, is a pollutant.

Remember when you buy a new car that smaller engines cause less pollution.

Burning leaves or trash also contributes to air pollution. Even if burning is allowed in your area, don't burn.

Start your own compost heap to dispose of leaves and vegetable matter. It's better for our air; it's nutritious for your soil.

Try, really try, to stop smoking. Your children need you.

## Water Is To drink

Phosphates in the detergents you use contribute heavily to water pollution. Phosphates feed algae, algae remove oxygen from water, fish die, and water becomes unfit for human use.

Buy the detergents with the least percentage of phosphates.

| | |
|---|---|
| Axion | 43.7% |
| Biz | 40.4% |
| Bio-Ad | 35.5% |
| Salvo | 35.3% |
| Oxydol | 30.7% |
| Tide | 30.6% |
| Bold | 30.2% |
| Ajax | 28.2% |
| Punch | 25.8% |
| Drive | 25.3% |
| Dreft | 24.5% |
| Gain | 24.4% |
| Duz | 23.1% |
| Bonus | 22.3% |
| Breeze | 22.2% |
| Cheer | 22.0% |
| Fab | 21.6% |
| Cold Power | 19.9% |
| Cold Water All | 9.8% |
| Wisk | 7.6% |
| Trend | 1.4% |

The dye used in color tissues or napkins that is released into the streams in paper manufacturers' liquid waste pollutes our water, too.

Buy only white paper products.

Decreased electrical power consumption helps decrease pollution at electrical generating plants. Switch to lower wattage bulbs except for reading.

Man's supply of clean water is not unlimited and it is diminishing all the time. Conserve water as if there were a drought.

Don't run your faucets unnecessarily.

Use the water-saving cycle on your washing machine.

Save up the dishes from meals and wash them all at one time.

Adjust the float or put a brick in the flush tank of your toilet. This will reduce the amount of water used without decreasing efficiency.

Land Is To Live On

Five words say it all: We are drowning in garbage.

Don't litter. Don't stand by and let others litter.

Remove excess packaging (fancy blister packs, unnecessary wraps) at the store and tell the manager to return it to the manufacturer.

Use glasses instead of paper cups.

Save aluminum cans for recycling. Reynolds Aluminum has started a system of collection centers. They'll pay half a penny per can.

Support the collection of paper in your community or neighborhood. Waste paper makes good new paper.

Buy bottled drinks in returnable bottles, and return the empties.

Poisons Will Poison

Both invisible and inaudible, pesticides are the most insidious invaders of our invironment. While they may kill organisms considered undesirable, they are also toxic to other forms of life necessary to maintain the balance of nature.

Don't use chemical poisons for pest control except when absolutely necessary for health or economic reasons.

Never use pesticides containing DDT, Dieldrin, Heptachlor, Endrin, Lindane, Chlordane, Lead, Mercury or Arsenic.

Acceptable pesticides are Rotenone, Sevin, Malathion, Pyrethrum, Methoxychlor, Diazinon.

Don't use pesticides for nuisance insects like mosquitoes.

If your must use chemical poisons, use only recommended dosages at the proper time of year. Apply carefully, never near food or water. Read the small print on the labels.

Pesticides must be disposed of by professionals in special high temperature incinerators. Consult your county health department or local conservation group if you have pesticides you wish to dispose of.

GOING TO THE DOGS!

I. Dogs - Why Train Them?

a. Dogs that go with their owners may be dangerous and/or damaging if they are bad mannered or untrained.
b. Dogs that roam outdoors, bark constantly, and will not obey requests are distasteful nuisances to everyone.
c. Trained dogs are easier to care for, cleaner in the house, and safer on the streets.
d. Dogs which are trained make pleasant, entertaining pets.

II. Your Dog Can Be Trained

a. Housebreaking:
   1. Begin training at four weeks.
   2. Use newspaper in one place, so the dog will know where to find it. When puppy wets, rush it to the newspaper. Take the puppy to a newspaper after it eats, drinks water, plays or wakes.
   3. If puppy succeeds - praise; if puppy fails - scold. Be patient, but firm.

b. Obedience Training:
   1. Start training at eight weeks.
   2. Training may be done by a professional dog trainer, an adult, teenager, or child. It should be done by the same person each day.
   3. Use kind words and pats for rewards when a job is well done.
   4. See that dog thoroughly learns one exercise or activity before attempting to do the second.
   5. Teach dog to understand that a command means instant obedience.
   6. First teach dog to:
      a. Wear a collar
      b. Walk on a leash
      c. Come when called
      d. To sit
      e. To lie
      f. To heel
      g. To walk on left side
   7. Tap dog's nose with folded newspaper for lack of obedience.

c. Teaching Tricks
   1. Shake hands
   2. Play dead
   3. Roll over
   4. Jump through hoops
   5. Sit up - jump up
   6. Bark when asked

(Use the same method to teach tricks as to train dog.)

d. Training Dog to Take Part in Dog Shows
   1. How to stand
   2. How to groom
   3. How to move

e. Participating in Field and Gaming Events
   1. Ability to seek and point
   2. Ability to scent game
   3. Obedience to handler's command
   4. Thoroughness with which to cover hunting area
   5. Quickness in finding game birds, and retrieving them without damage.
   6. Ability to herd sheep or cattle
   7. Ability to race and pull
   8. Ability to run game

MAKE WAY FOR MOUSE!

"Large, Heavy, Earth Moving Machinery -- Its Use"

1. Bulldozer - Large, powerful tractor that pushes a scraper blade. Clears grounds for building.

2. Cement truck - Large special type truck with big turning tank for carrying a mixture of cement, gravel and water called concrete.

3. Tractor - Machine used for moving dirt or pulling something.

4. Power shovel - Digs up and drops dirt into a truck -- a truck load at a time.

5. Dump truck - Carries dirt away - dumps entire load at one time.

6. Roller - Rolls dirt down - makes it smooth.

7. Concrete mixer - Machine which mixes or makes gravel, water and cement into concrete.

8. Caterpillar - Large type tractor, which has on each side two wheels mounted within an endless metal belt.

9. Maintainer - Big, long machine which pushes a blade that moves dirt from place to place where it is needed.

10. Carry-all - A large trailer pulled behind a tractor which can carry huge loads of dirt.

11. Front-end loader - Machinery which is used for loading big loads of dirt, sand and rocks into trucks and carry-alls.

MY FAMILY DOCTOR, A HEALTH FRIEND

"I Am the Family Doctor, What Am I Doing?

The leader stands or sits in front of the group, and pantomimes a medical task which can be performed by the family doctor such as:

1. Looking down a patient's throat.
2. Taking temperature.
3. Bandaging a sore finger, etc.
4. Giving a "shot".
5. Listening to a heart beat or to the sounds of other body parts.
6. Giving pill or liquid medication.
7. Setting a broken leg or arm.

The student who guesses the medical task being pantomimed becomes the next leader.

HELP, DOCTOR, HELP!

I. Doctor's helpers and their duties

A. Nurse

1. Take care of doctor's instruments
2. "Clean-up"
3. Does small jobs in doctor's office
4. Gives medicines, shots and bandages under doctor's direction

B. Receptionist/Secretary

1. Greets patients
2. Makes appointments
3. Receives and makes telephone calls for doctor
4. Opens mail, writes letters

C. Bookkeeper

1. Sends out medical bills
2. Keeps doctor's business books
3. Has to do with medical insurance

D. Custodian or maid

1. Cleans doctor's office including Reception Room
2. Cuts grass
3. Cares for flowers, shrubs, and lawns

II. Building a model

The children will lie on large pieces of cardboard while another child or the teacher draws around them with pens or brushes. Then children will draw or paint features and clothing (uniforms) on their model to depict the character portrayed. Cut around the model.

## AN INSTRUMENT, PLEASE

### Match the Instrument to the Illness

On a 9" x 11" memographed sheet, the teacher will have a picture drawing of each of the family doctor's instruments which the students have exhibited and studied.

Each student will take an oral post test thus: as the teacher names an illness, the student will draw a ring around the instrument the family doctor will use in the treatment or examination of the patient.

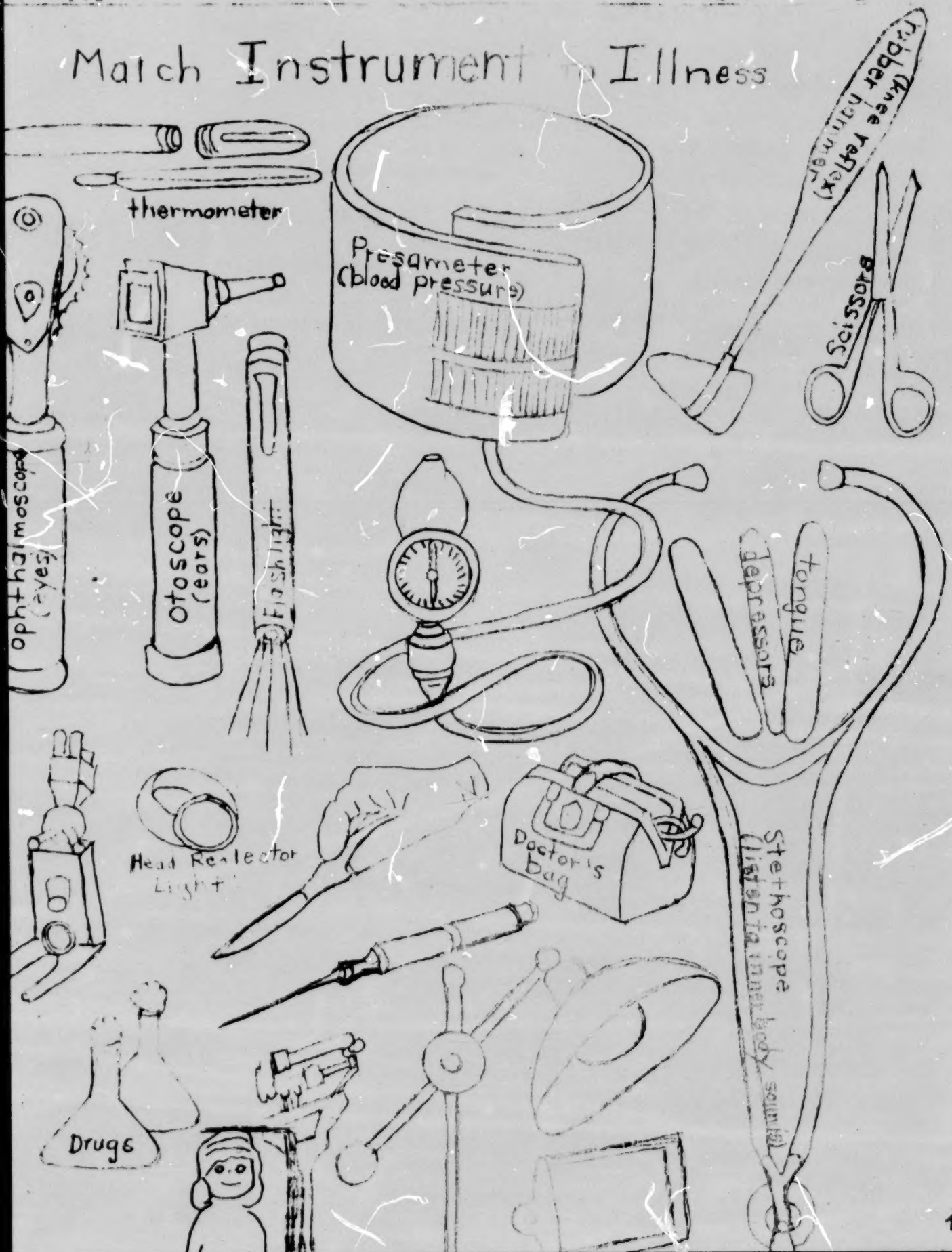
## WHAT DOCTOR'S INSTRUMENT AM I, AND WHAT AM I DOING?

The student, who is the leader, will stand or sit before the class. Pantomime the task which one of the doctor's instruments can perform. The student who guesses the correct instrument and how it is being used becomes the next leader.

## AN INSTRUMENT, PLEASE

1. Tongue depressor - for examining mouth and throat.
2. Head light and reflector - for throat, nose and ear examinations.
3. Stethoscope - hearing devise for listening to heart beats and various body parts.
4. Fever thermometer - to measure coldness or warmth within the body.
5. Bandages and gauze - materials for dressing or bandaging infected or sore parts of the body.
6. Hypodermic needle and syringe - for injection of liquid medicines or vaccines into the body through the skin.
7. Hypospray - for forcing or spraying liquid medications or vaccines through the skin into the body.
8. Microscope - an instrument used for studying or examining liquids and tissues of the body in order to determine the illness of the person.
9. Otoscope - examination of ears.
10. Opnthalmoscope - examination of eyes.
11. Presameter - taking blood pressure.
12. Rubber hammer - testing knee reflexes.
13. Doctor bag - container for carrying doctor's instruments.
14. Scissors - for cutting gauze etc.

# Match Instrument to Illness



## JIMMY HAD A LITTLE TOOTH
(sung to tune Mary had a Little Lamb)

Jimmy had a little tooth,
little tooth,
little tooth,
Jimmy had a little tooth,
It was as white as snow.

Everywhere that Jimmy went,
Jimmy went,
Jimmy went,
Everywhere that Jimmy went,
The tooth was sure to go.

One day it started wiggling,
It wiggled all about.
One day it started wiggling
And wiggled right out!

## ROUTE OF THE VALENTINES

For use in making a wall frieze showing the route taken by the valentines.

A. Origin - the student

B. Post letter

1. Mail box
2. Post Office

C. Local Post Office

1. Postal clerks

a. receive
b. cancel
c. send

(1) local carrier distribution
(2) Post Office boxes
(3) Rural carriers
(4) Out of town

d. Distribute mail bags

(1) trucks
(2) buses
(3) trains
(4) airplanes
(5) carriers

D. Large mail distribution centers (Similar to C)

E. Destination

1. sorted
2. delivered

The pictures used to illustrate the route of the valentines may be drawings, paintings, or "shap-shots" of real postal workers and buildings.

## RAIN, RAIN GO AWAY

### Why Study Weather

a. In order to know how to dress for the day.

b. People save their lives as well as property by heeding storm and flood warnings.

c. When we hear a weather forecast, it enables us to fit our plans to the weather.
   1. Farmers will know to take care of plants and animals
   2. Ranchers will know to protect cattle
   3. Pilots will know if they should fly or take alternate routes to avoid bad weather.

### What Makes Weather

Weather is all the air changes which take place during a single day. It includes:

a. Temperature -How hot or how cold

b. Wind -Moving

c. Moisture -Water in the air

d. Air pressure -Weight of the air pushing down on the earth, anything or anyone on the earth.

### Weather Terms

a. Air -Gas which surrounds the earth and everything and everyone on the earth

b. Meteorologist -A person who studies weather and reports and forecasts it

c. Temperature -Heat or cold

d. Wind -Moving air

e. Moisture -Water in the air

f. Air pressure -How hard air is pressing down on the earth

g. Humidity -Another word for water in the air

h. Precipitation -Falling water from air (maybe in the form of rain, snow, sleet or hail).

## RAIN, RAIN GO AWAY

Weather Chart Calendar

A.

Make several weather symbols of each kind of weather shown above

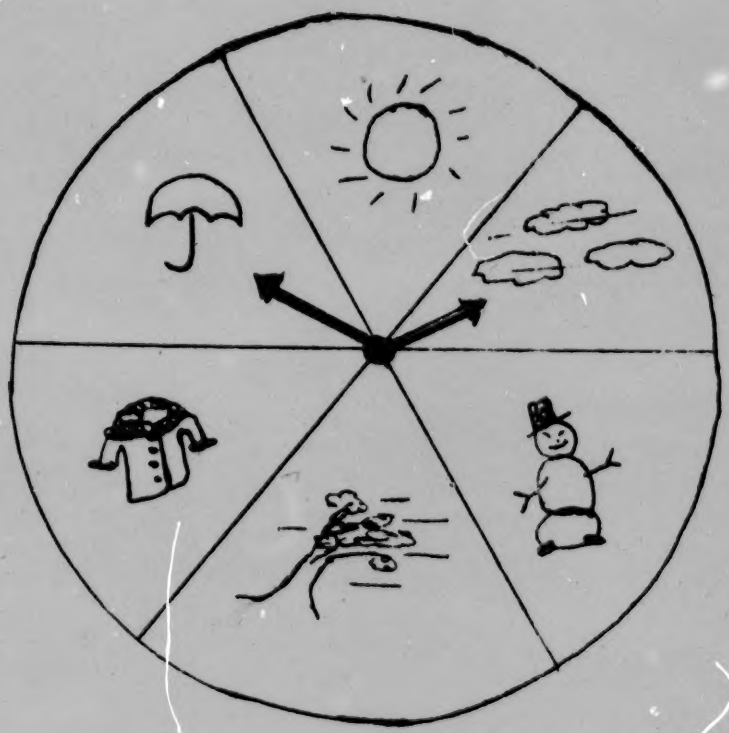
B. The student who is weather reporter for the day will place the correct weather symbol on the chart under the date.

C. At the end of the month, the class should count how many days of each type of weather have been reported.

## RAIN, RAIN GO AWAY

### Weather Chart

The weather chart is a circular shape divided into six parts on which weather symbols are arranged. In the center is a set of hands. The hands are moved to point to the weather symbols which denote the type of weather for the day.



IF THE SHOES FIT -- WE [illegible] THEM

Workers - Boots and Shoes

| Worker | Boots or Shoes Used | How Boots or Shoes Help Worker |
|---|---|---|
| 1. Deep-sea divers (Works deep under water.) | Boots - soles made of lead (Heavy lead soles holds diver under water. | Lead soles make boots heavy so worker will not come to the top of water while he works under water, and to keep feet in place while he works. |
| 2. Astronaut or Spaceship Pilot | Boots with magnets on soles. | In outer-space, pilot weighs nothing; wears magnetic boots to keep from floating. Boots stick to the metal in the ship. magnets on boots hold pilot in place. |
| 3. The Clown | Long, flat, floppy shoes (to make people laugh) | Special metal clips attached to shoes and metal clips attached to floor. The pairs of clips fit together. The clown can lean over forward, lean backward or to either side. The metal clips keep the clown from falling. |
| 4. Tightrope Walker (Walks on a wire in the air.) | Soft leather shoes | Can feel wire through the sole with feet. Walker can know feet are in the right place every time he steps. |
| 5. Ballerina Dancer | Stiff slippers - flat at toes. Tied on with ribbons around ankles. | Stiff, flat-toed slipper enables Ballerina to twirl, run, leap, turn and stand on toes. |
| 6. Figure Skater (on ice) | Figure skate shoes (have skate blades on soles. On front of blade are little teeth) | Figure Skate shoes help the skater to dance on ice. The teeth on front of blades help the skates grip the ice in order that the skater can stand and twirl on tips of blades. |
| 7. Tap Dancer (must tap so one can hear "beat" of feet) | Shoes with metal taps on soles. (The taps are flat - attached to under toe and heel) | Taps on toes and heels of shoes make the noise one hears when dancer slides, glides, tippity tap...tippity tap-taps. |

## Workers - Boots and Shoes
(Cont'd)

| Worker | Boots or Shoes Used | How Boots or Shoes Help Worker |
|---|---|---|
| 8. Fire fighters (use water to put out fires) | Hip boots | Hip boots keep fire fighters feet and legs dry. With boots rolled down with trousers around the boots - the handles inside boots are pulled up to bring the hip boots and trousers up with one operation. This enables the fire fighter to get to the fire faster. |
| 9. Dairy Workers (Work with lots of water to keep dairy clean) | Boots usually come to worker's knees. | Boots keep feet dry. |
| 10. Lumberjack (walks on log-wet and slippery-while floating them down rivers) | Boots or shoes with spikes attached to bottom. | Spikes on shoes or boots keep lumberjacks from slipping off logs while going down rivers or playing games on them. |
| 11. Athletes (Baseball players football players, golfers) | Shoes with special spikes or cleats. | Shoes with special spikes and cleats - keep shoes and players feet from slipping while playing games. |
| 12. Ranch or Cowhand (ride horses and work with cattle) | Cow boots with high, slanted heels and pointed toes. | Cow boots - helps keep cowhands feet in saddle stirrups. Pointed toes help cow hand put boots in stirrup without looking. |

## "COW HANDS" - NAME AND SAY

| Equipment or person | Meaning |
|---|---|
| 1. The round-up | Driving cows together into a group for a certain purpose. |
| 2. Brand or branding iron | Designed of iron (each ranch has its own.) The design is burned on the cattle's skin for identification. |
| 3. Branding | The process of using the branding iron on the cattle. |
| 4. Ranch house | Home of ranch owner and family. |
| 5. Bunkhouse | Small house where ranch hands live. |
| 6. Chuck house | House where ranch hands eat and where their food is cooked. |
| 7. Chuck | Ranch hand's food. |
| 8. Chuck wagon | A wagon equiped with food -- also where food is cooked and eaten when ranch hands are working away from ranch headquarters. |
| 9. Ranch headquarters | That portion of the ranch where the ranch house, bunk houses and chuck house are located. |
| 10. Ranch hands, cow hands, cow pokes, cow punchers, cowboys, cowgirls, and ranch workers | All are workers on a cattle ranch. |
| 11. The boss | One who owns the ranch. |
| 12. Foreman | One who is hired by the ranch owner to direct the cow hands. |
| 13. Corral | Big pen for horses or cattle. |
| 14. Dogie | Orphan calf of the cattle herd. |
| 15. Cattleherd or The herd | A group or collection of cows. |
| 16. Cow pony | Horse used while working with cattle. |

## "COW HANDS" - NAME AND SAY

| Equipment or person | Meaning |
|---|---|
| 17. The "cut-out" | Selecting a certain cow or cows from the herd and driving them away from the other cattle. A horse is used for a "cut-out". |
| 18. Levis | Denim trousers worn by ranch workers. |
| 19. Chaps | Usually made of leather. A covering or protection made to be worn over the ranch hands trousers. |
| 20. Ten-gallon hat | A hat made of felt, large enough for ranch hands to feed and water their horses from, as well as protection when worn on their heads. |
| 21. Stampede | Cattle, which have been made afraid, running wildly with no particular place to go. |
| 22. Lariat | Cow hand's rope (very long). |
| 23. Lasso | The process of catching cows or horses by throwing a lariat (rope). |
| 24. Saddle | A device made mostly of leather on which the cow hand sits while riding a horse. It is placed on the horses back. |
| 25. Bridle | A device made of leather, which is placed on a horses head, with which a cow hand guides the horse while riding it. |
| 26. Rodeo | A gathering together of cow hands, horses and cattle for the purpose of entertainment - to show how well they can rope, cut-out cattle, ride broncos, ride untamed bulls, wrestle steers and see funny clowns perform |
| 27. Cow boots | Special boots with high and slanted heels and pointed toes, worn by cow hands. |
| 28. Spurs | Devices made mostly of leather, iron and steel. They are worn by cow hands who use the "sticking" portions at the end to make a horse go faster or kick its heels up (buck). |

"COW HANDS" - [illegible] AND SAY

| Equipment or person | Meaning |
|---|---|
| 29. Bucking horse | The horse that kicks its heels up and down - coming up on its back feet with its front feet in the air. The horse may twist and jump from side to side. |
| 30. Duds | A cow hand's clothing |
| 31. Bunk | A cow hand's bed. |
| 32. A "Green Horn" | A new, beginning ranch worker. |
| 33. "Breaking a horse" | Taming a horse for riding or work. |
| 34. Bronco | A partly tamed or broken ranch horse. |
| 35. Bronco Buster or Bronc Rider | A ranch hand who rides untamed or partly tamed horses. |
| 36. Bulldoging | Forcing an animal to the ground by seizing its horns and twisting its neck. |

"COW HANDS" - NAME AND SAY

What Does It Mean?

| Cow Hand Sayings | Meaning |
|---|---|
| 1. "Coming in on the run" | Coming or going places while making the horse run fast as you ride it. |
| 2. "Come and get it" | Come and get your food. We are ready to eat. |
| 3. "Catch-up" the horses | Cow hands are to rope the horses and get them ready to ride. |
| 4. "Saddle-up" the horses | Put saddle and bridles on horses in order to ride them. |
| 5. "Put-up" the horses | Pull the horses' saddles and bridles off, in order for them to rest after being ridden. |
| 6. "Roping" a horse or cow, etc. | Throwing a rope around the neck of the animals in order to catch them. |
| 7. "Milking a cow" | Drawing milk from the udder of a cow by squeezing the teats, with your hands. |
| 8. "Break camp" | Saddle-up and pack-up to get ready to go after being camped for a while. |
| 9. "Make camp" | Get ready to stop for rest -- pitching a tent, getting out bed roll and getting ready to cook. |
| 10. "Bed roll" | A cow hand's bed and covers used while sleeping out on the ranch away from the bunk house. |

## SAVE THE BIRDS

### Birds Help People

I. Birds make the outdoors a more pleasant place for recreation by singing their cheerful songs and flashing their beautifully colored feathers.

II. Birds are interesting to observe and study
   a. How they live
   b. What they eat
   c. Where they nest and seek coverage
   d. How they migrate

III. Birds catch and eat harmful insects which destroy crops grown for food, clothing and shelter.

IV. Birds of various classifications help people.

| | Classifications | Birds Included Are | How They Help |
|---|---|---|---|
| 1. | Game birds | Doves, quails or bob-whites, wild turkeys, geese, ducks | Hunted as a sport and for food. |
| 2. | Song birds | Bluejays, cardinals, mockingbirds, wrens, sparrows, robins, crows | Eat harmful insects. Add interest and beauty to environment, and sign cheerful songs. |
| 3. | Cage (pet) birds | Parrots, lovebirds, parakeets, canaries, finches, pigeons | Family pets, beautifully colored feathers. Some talk, imitating people and some sing. |
| 4. | Domestic birds (tame birds will allow people near them) | Chickens, geese, ducks, turkeys, guineas | May be family pets, furnish meat and eggs for food and to sell for money. |

SAVE THE BIRDS!

People Can Help Birds

People may:

1. Provide things birds need such as:

   a. food
   b. water
   c. shelter - coverage

2. Furnish a refuge - a place of peace and quiet, where they are safe from their enemies such as: man, cats, dogs, mice and other harmful birds.

3. Protect birds by forming personal habits of carefulness such as: prevention of forest fires, neatness and consideration.

4. Build houses for nesting.

5. Make feeders.

6. Erect bird baths - water and/or dust.

7. Plant or set out bird's favorite plants such as: trees, shrubs, plants from which they can feed on their favorite food.

8. Learn to care for sick or injured birds.

9. Encourage hunters to hunt only their limit of game birds.

10. Abide by bird conservation laws laid down by Game Wardens and Conservationists.

WHAT CAN I DO NOW?
(Summer Fun)

Doodle Pads:

Put together any number of plain sheets of paper, fasten together with either staples or tie with strings. A construction paper cover may be made and decorated.

Tin Can Stilts:

2 tin cans of the same size
2 pieces of string

Punch a nail hole on each side of the unopened ends of the cans. Thread a piece of string through the holes in each can. Tie knots so the string won't pull through. The knotted ends should be inside the cans. Stand on top of the cans--pull up the string--hold on tight and WALK.

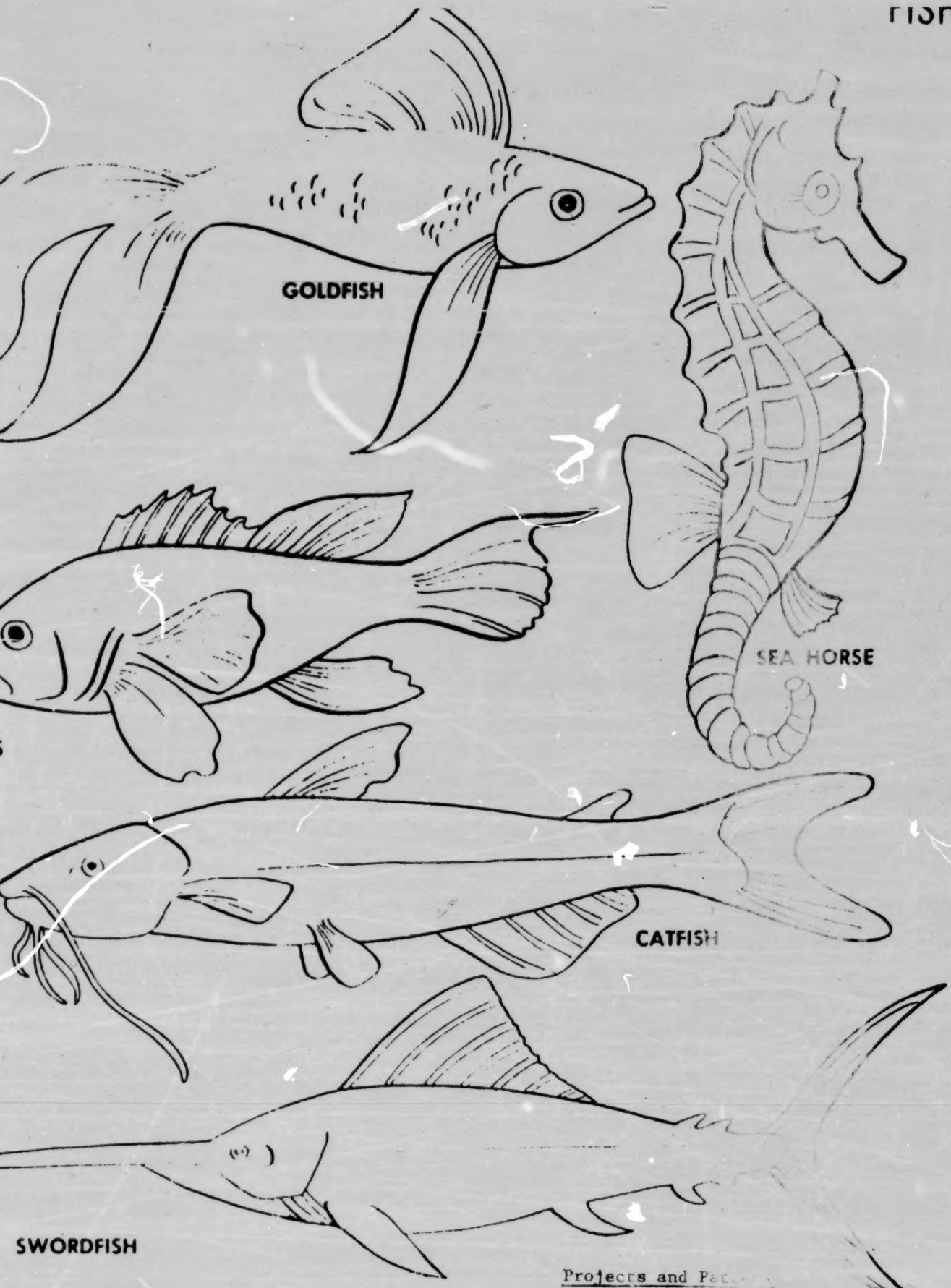
Jump Rope Jingles:

1. Chickety, chickety, chop
   How many times before I stop?
   (Count)

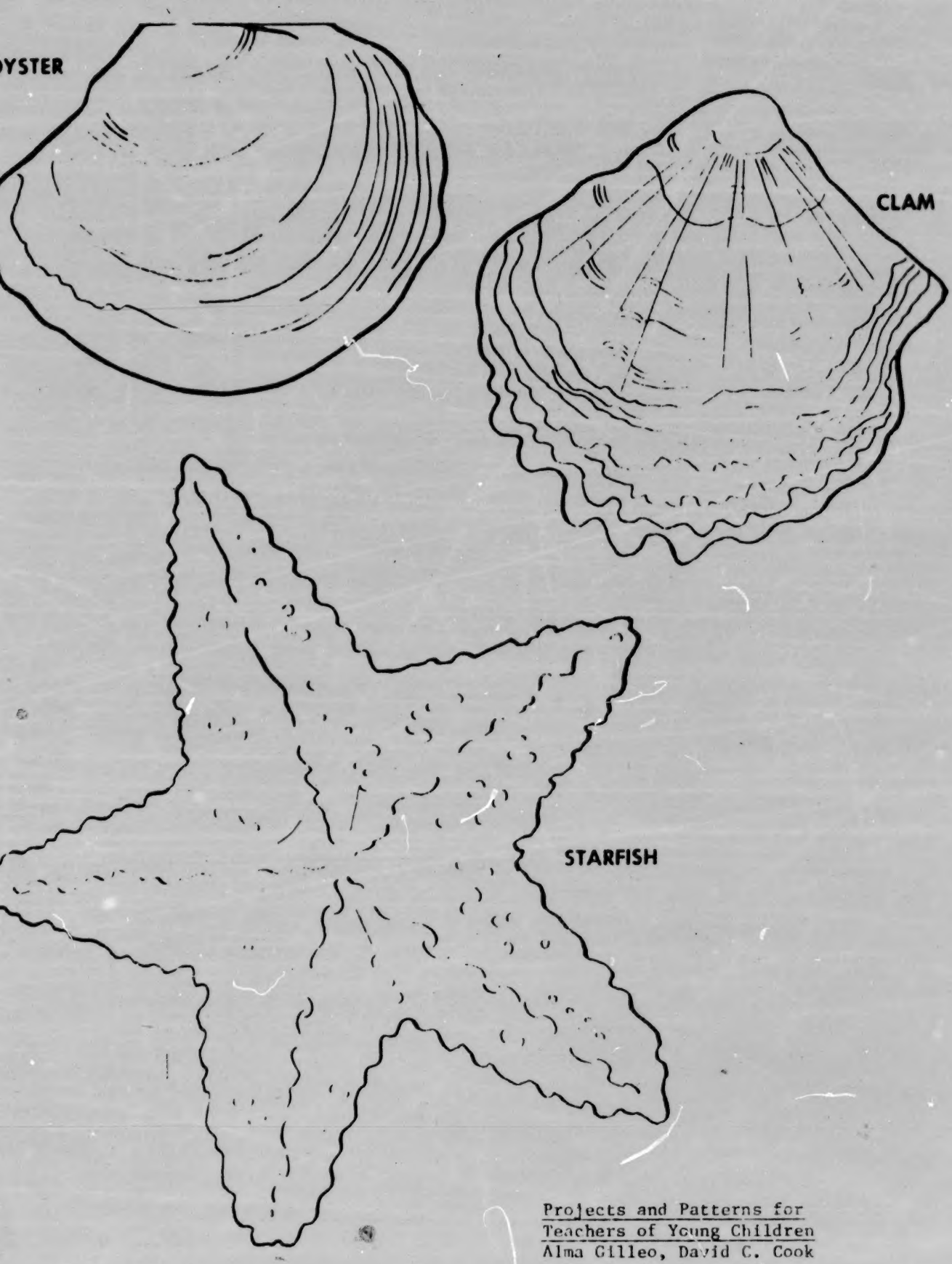
2. Lady, lady, at the gate,
   Eating cherries from a plate;
   How many cherries did she take?
   One, two, three, four, five!

3. I asked my mother for fifteen cents
   To see the elephant jump the fence,
   He jumped so high, he reached the sky,
   And never came back to the Fourth of July.

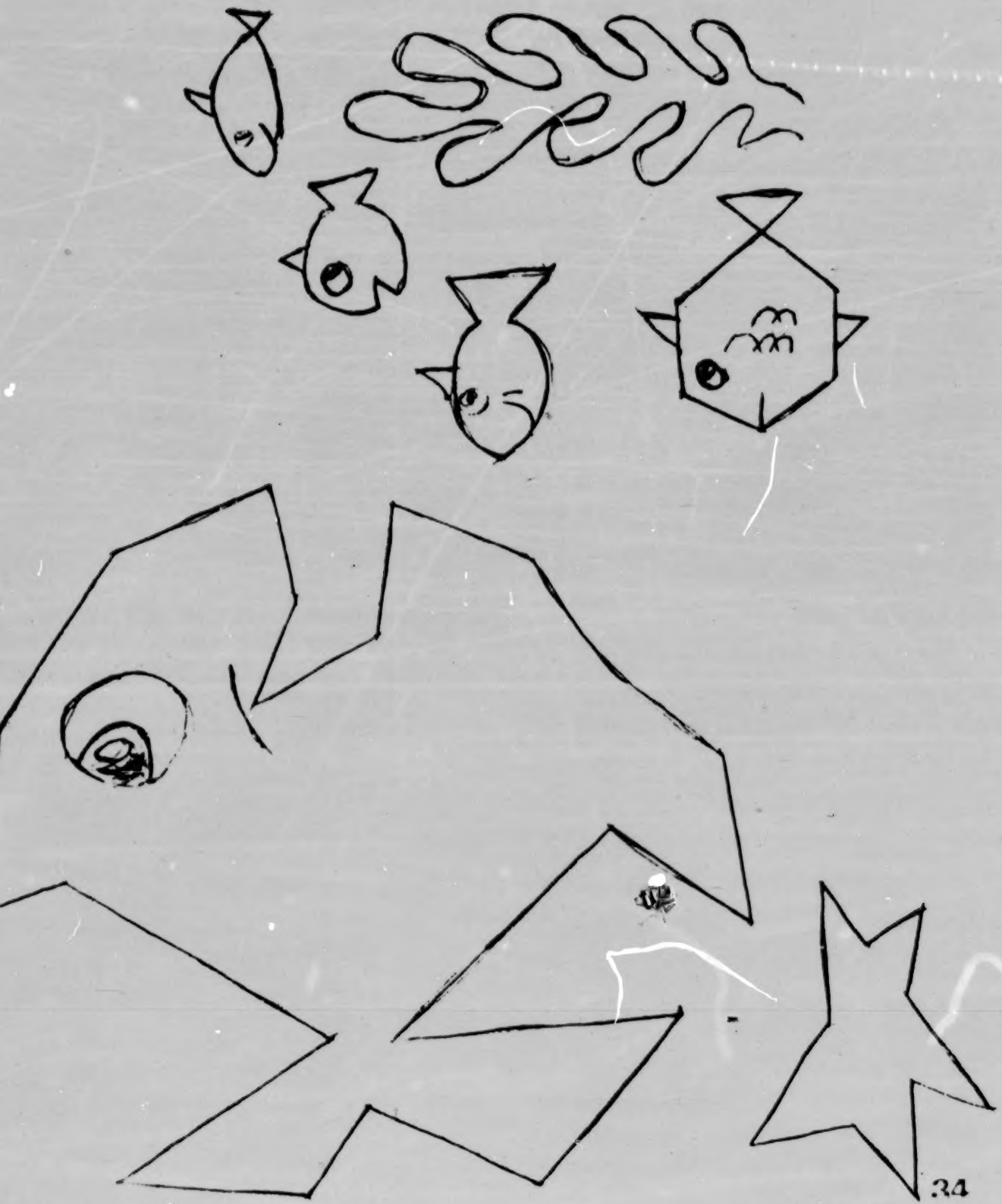
4. Down in the valley where the green grass grows,
   Sat little Mary as sweet as a rose.
   Along came Johnny and kissed her on her nose
   How many kisses did she get?
   1, 2, 3, 4, 5, etc.

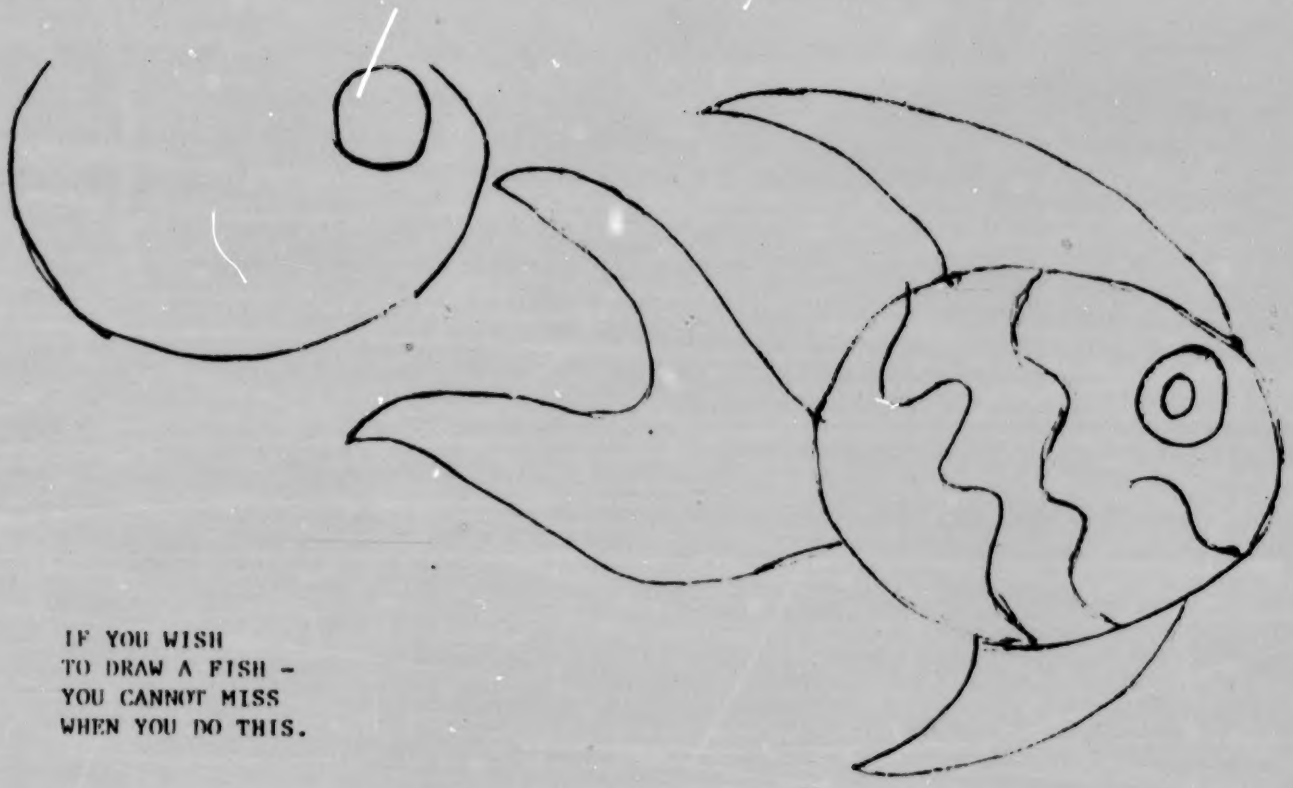



Projects and Pat
Teachers of Yo
Alma Gilleo, Da
Publishing Co.,

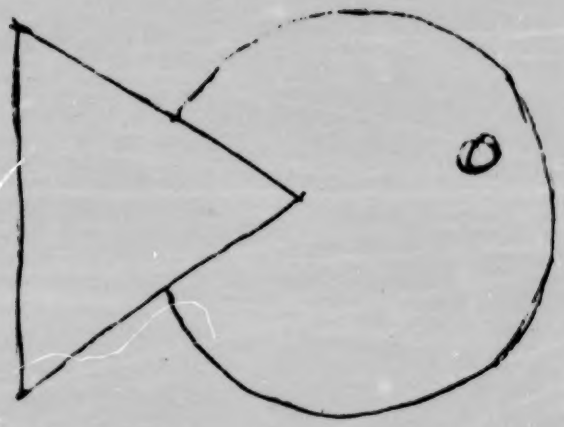


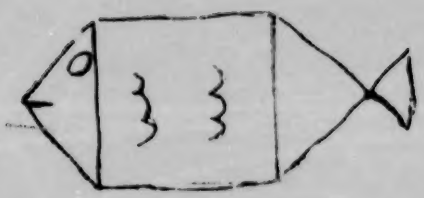

Projects and Patterns for
Teachers of Young Children
Alma Gilleo, David C. Cook
Publishing Co., 1965





IF YOU WISH
TO DRAW A FISH -
YOU CANNOT MISS
WHEN YOU DO THIS.





## AQUARIUM

To make a paper aquarium - fold a 24" piece of waxed paper in half. Leave in a square or cut into a bowl shape. Lay cut construction paper fish and plants inside the folder paper. Place a sheet of newspaper over the waxed paper and gently iron over it with a warm iron. These may be displayed on window panes.

## BUSY AS A BEE

### Bulletin Board

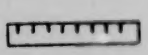
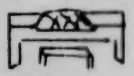
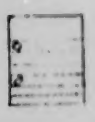
1. Ask the children to bring from home some pictures of people doing things.

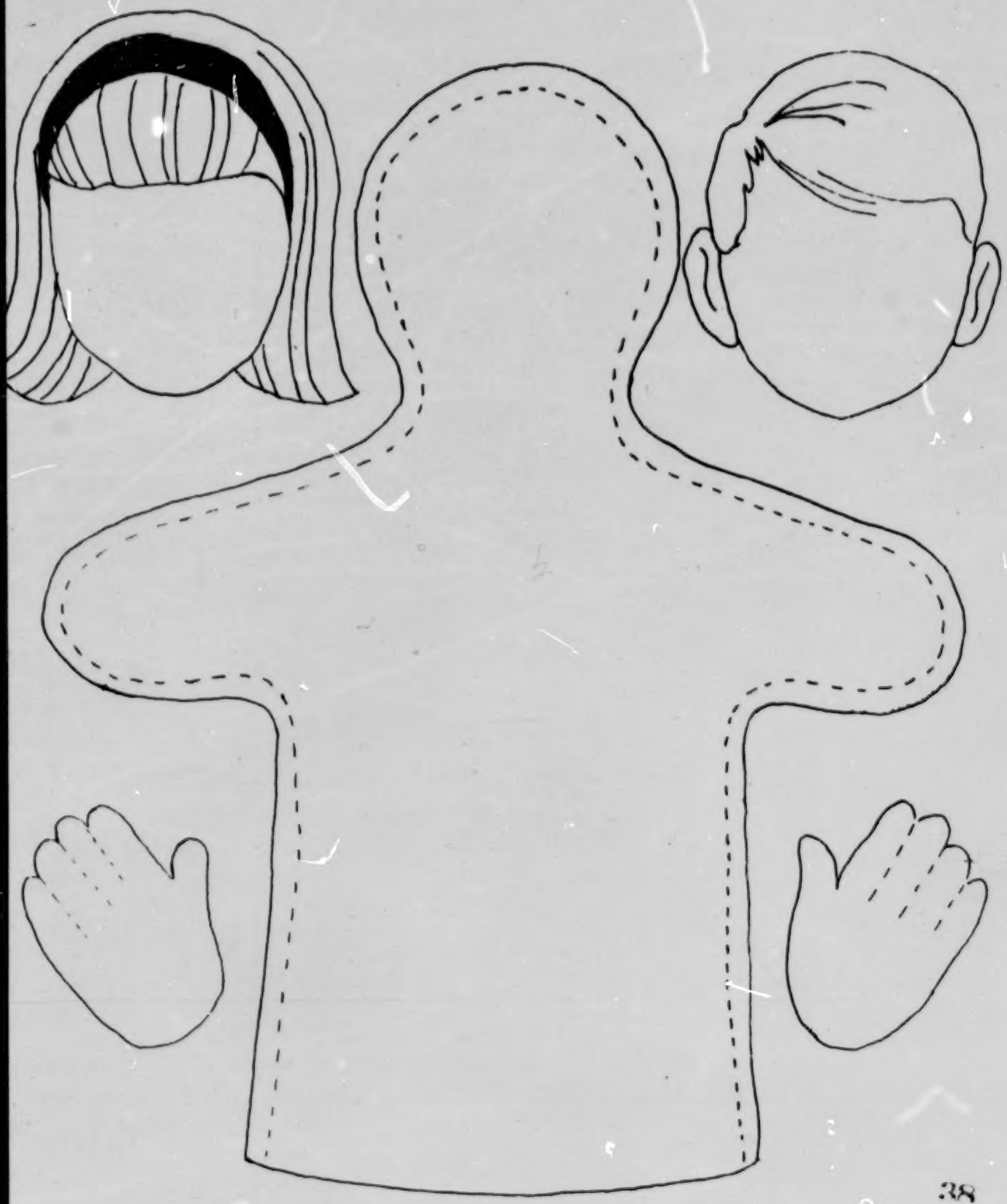
2. Place three large captions side by side at the top of the bulletin board - "WORK", "PLAY", and "BOTH".

3. Categorize the pictures and place them in the appropriate columns.

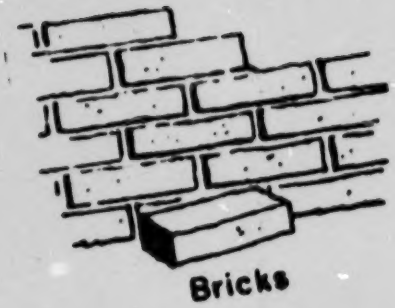
4. Talk about work, how and why it differs from play, why people work if not for fun. Help children think of situations in which the "fun" might come a long time after work - like being able to play the piano well after years of practice.

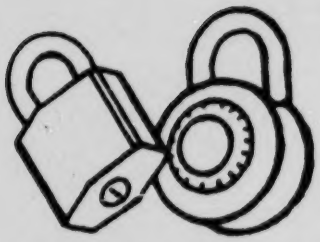
School Tools

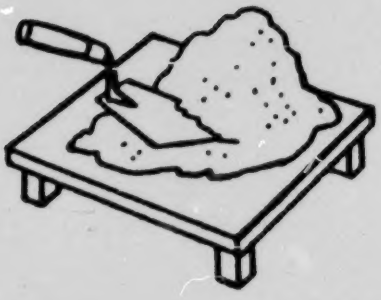
| | | Your Turn |
|---|---|---|
| Art | crayons | |
| PE | ball | |
| Math |  ruler | |
| Music |  piano | |
| Science | microscope | |
| Reading | book | |
| Writing |  paper | |

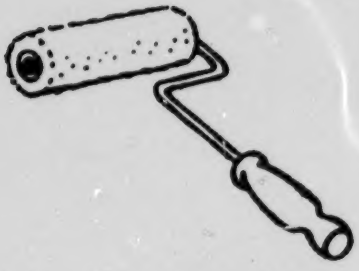


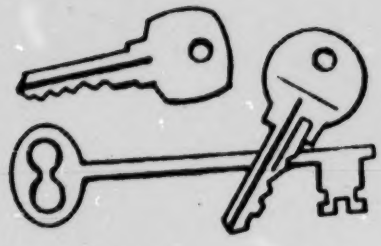
| | | |
|---|---|---|
| Bricklayer | | |
| Carpenter | | |
| Locksmith | | |
| Painter | | |

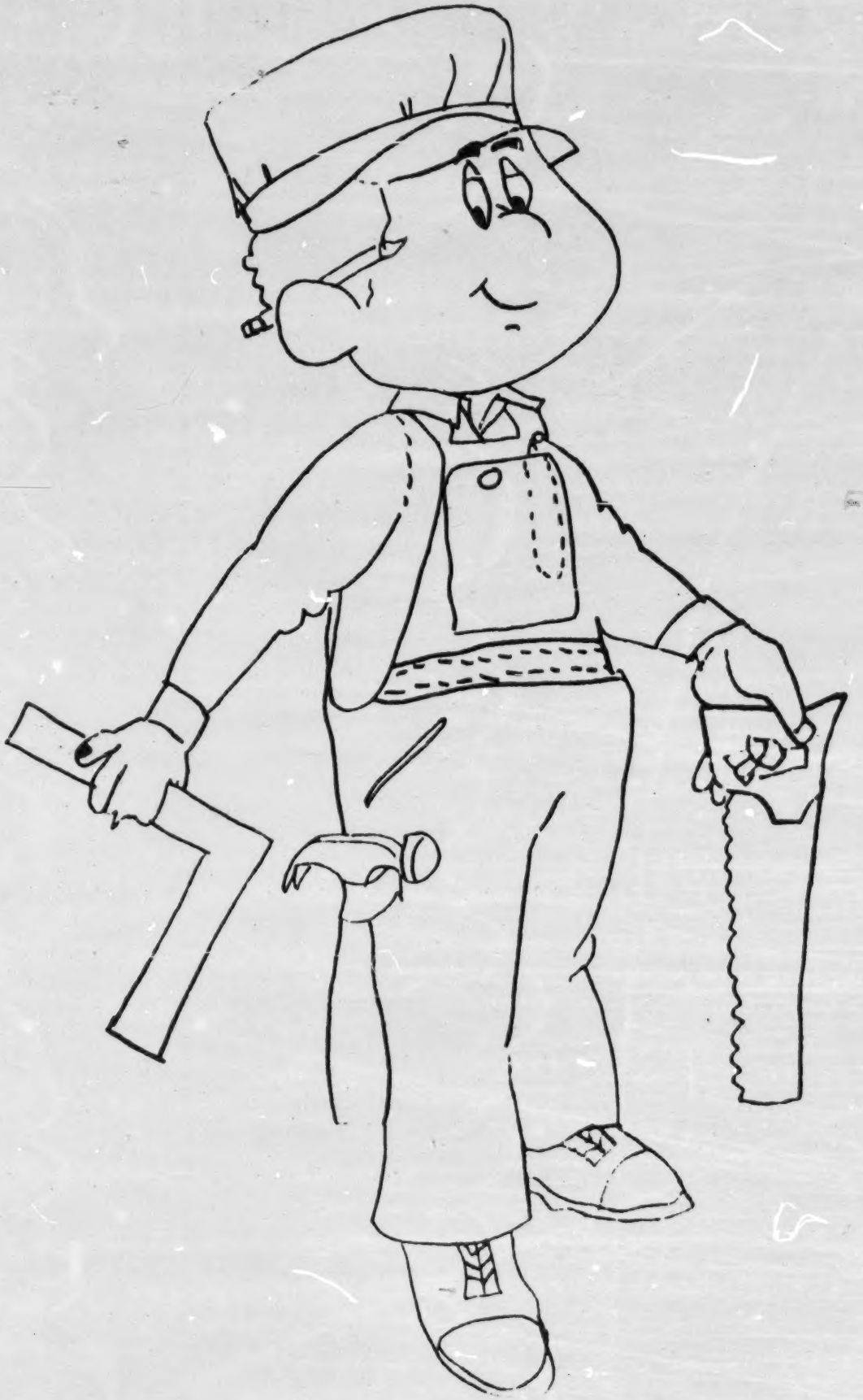

Bricks











TEXAS FOREST SERVICE
Texas A&M University System
WINDBREAK SEEDLING APPLICATION, SPRING 1974

Please return to:
INDIAN MOUND NURSERY
TEXAS FOREST SERVICE
P.O. BOX 337
ALTO, TEXAS 75925
Phone: (713) 858-4202

(Do not write in this space)
Order #_____ TFS Receipt #_____
Date Shipment Scheduled_____

1. Ship trees to:
   Name _____
   Street Address _____
   City _____ Zip _____
   Phone No. _____

2. This is is not an additional order.
   (cross out one)

3. Date shipment desired _____

4. Trees to be planted in _____
   Counties in Survey Abst. #_____

5. OWNERSHIP AND CLASS OF LAND
   Private: Ranch _____ or Farm _____
   Public: City_____ County_____ State_____ Federal _____

6. Please state second choice here: Acceptance of this order is subject to prior sales. The available quantity of some species is limited_____.

7. Species available:

| Quantity | Species | Price Per C | Cost |
|---|---|---|---|
| | Austrian Pine | $3.00 | |
| | Black Walnut* | $3.00 | |
| | Baldcypress | $3.00 | |
| | Catalpa | $3.00 | |
| | Cottonwood Cuttings | $3.00 | |
| | Eucalyptus** | $3.00 | |
| | Green Ash | $3.00 | |
| | Honeylocust | $3.00 | |
| | Loblolly Pine | $3.00 | |
| | Mulberry | $3.00 | |

| Quantity | Species | Price Per C | Cost |
|---|---|---|---|
| | Oriental Arborvitae | $3.00 | |
| | Osage Orange | $3.00 | |
| | Ponderosa Pine | $3.00 | |
| | Redcedar | $3.00 | |
| | Shortleaf Pine | $3.00 | |
| | Slash Pine | $3.00 | |
| | Sweetgum | $3.00 | |
| | Sycamore | $3.00 | |
| | Virginia Pine | $3.00 | |
| Add 4% State Sales Tax | | | |
| TOTAL | | | |

*Stratified seed only shipped during first week of March.

**Available for planting in Rio Grande Valley area only.

These trees will will not be planted for Christmas tree production.

_____ Out of Species

_____
(Signature)

_____
(Mailing Address)

_____ _____ 12.
(City) (Zip) (Date)

8. Shipment will be made prepaid by either parcel post or motor freight, whichever is cheaper.

9. To be valid, orders must be
   (a) For 100 or more trees, in multiples of 50 of any one species.
   (b) Received by February 12, 1974.
   (c) Fiscal procedures prevent accepting payment prior to September 1, but orders may be submitted before and after September 1 without payment. However, for them to be valid, payment must be received at nursery prior to shipment of order.

10. Make check or money order payable to Texas Forest Service.

11. SEND IN YOUR ORDER EARLY. Shipments will be made beginning about mid-December and generally continuing through the first week in March.

12. The planter will not use or let others use these seedlings for landscaping or ornamental purposes.

NOTE: Parcel post shipments are insured, so if seedling package appears to be damaged upon delivery, you are encouraged to refuse it and file a claim with the U.S. Post Office Department. The nursery will duplicate shipment upon notification by you.

## LAW ENFORCEMENT WORKERS

### SIMULATION GAMES

Present the following hypothetical situations to the class. Have a child volunteer to role play a law enforcement officer in that situation.

1. There is a traffic jam. Cars are honking. What would you do?
2. A child is lost and crying for parents. What would you do?
3. A car is driving 70 miles per hour through town. What would you do?
4. A car is parked in a no parking zone.
5. Several children are trying to cross a crowded street.
6. A burglar alarm sounds.
7. You are invited to speak to a group of school children on safety.
8. A child is riding a bicycle on the wrong side of the street.
9. Someone new in town is asking for directions.

### SUBJECT WHEEL GAME

1. Divide the class into several groups.
2. Alternate letting each team spin the subject wheel.
3. Award each team one point if they can collectively tell how law enforcement officers use the skill on which the arrow has landed.

(Wheel is illustrated on the following page.)

Writing
Speaking
Spelling
cat
Reading
Math
2
+2
4
Listening

## HEALTHY HELPERS

Riddles:

I take pictures of your bones.
Who am I?

I work in a hospital.
I take your temperature.
Who am I?

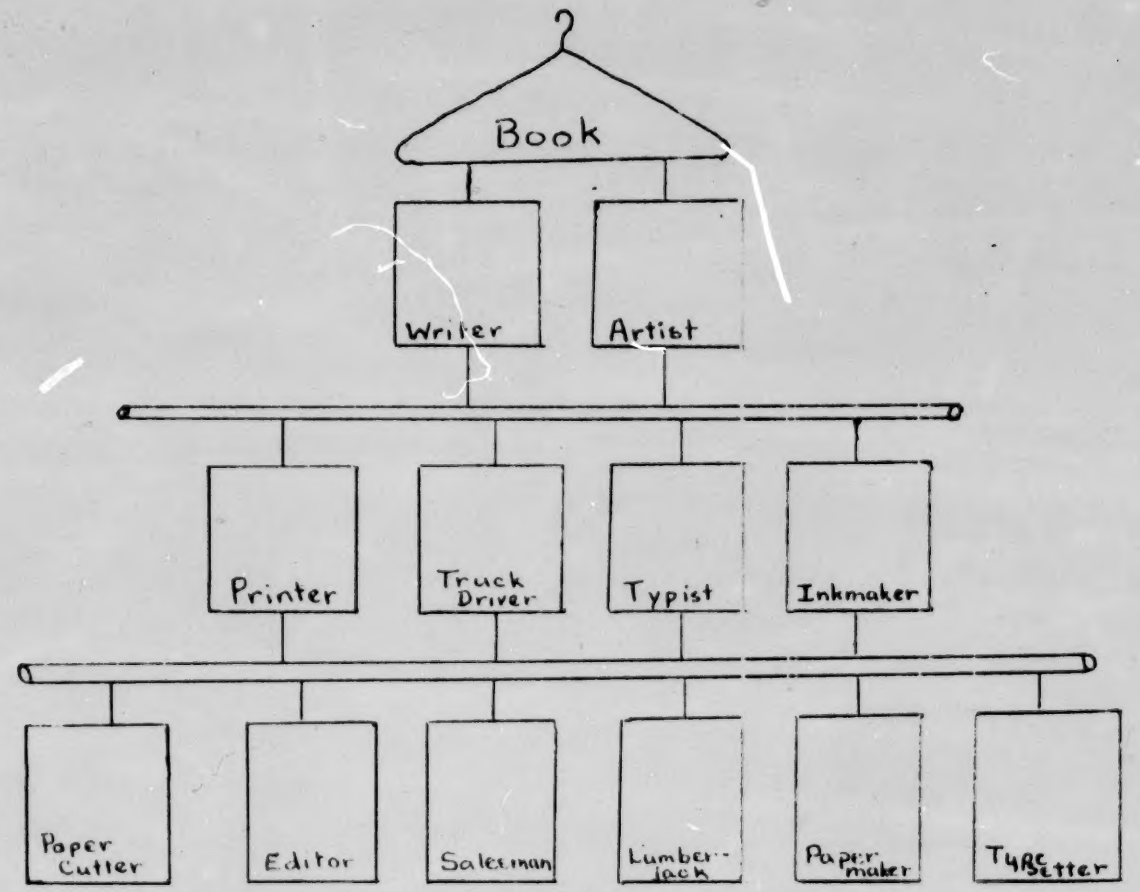
I check your eyes.
Who am I?

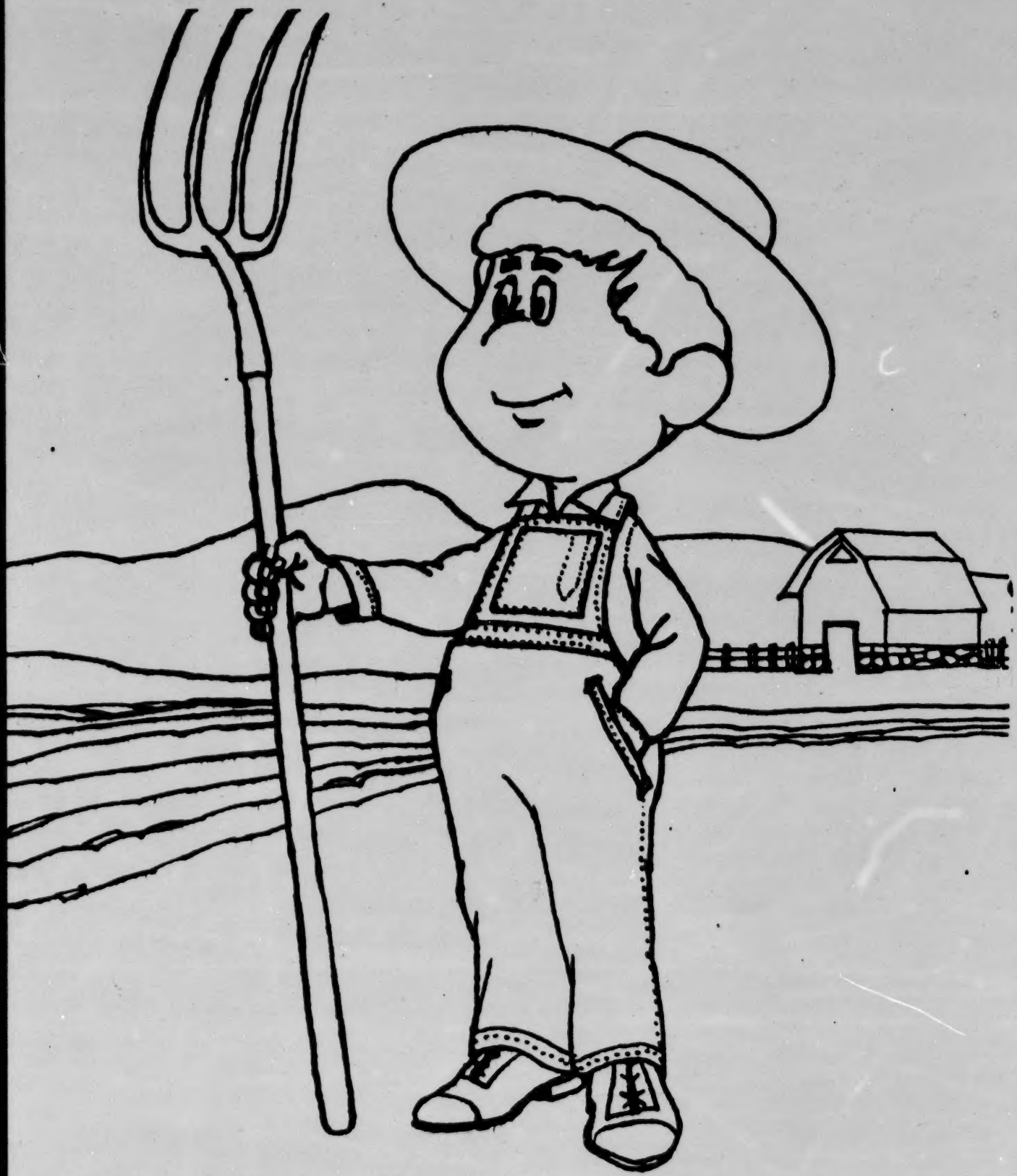
I take care of your pets when they are sick.
Who am I?

I check your teeth.
I fill your cavities.
Who am I?

E
D L P
B C T O Z
A M N K Q S L
E L C F P X A G H R J M

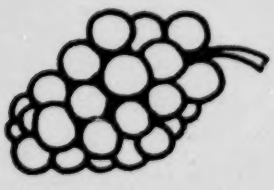
# Who Makes Books?





a farmer.

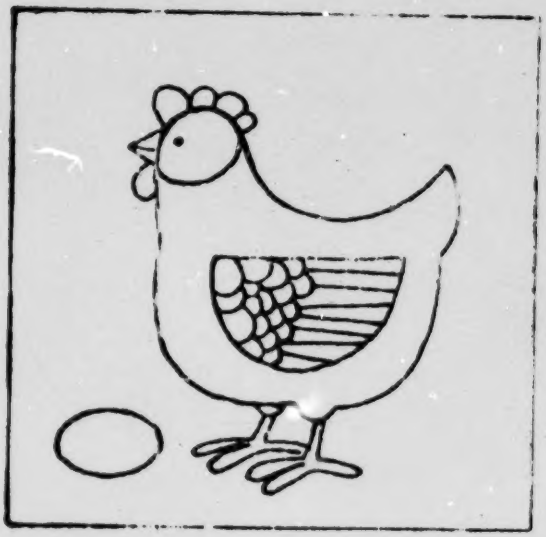
# CAN YOU FIND 13 FOODS IN THIS PICTURE?

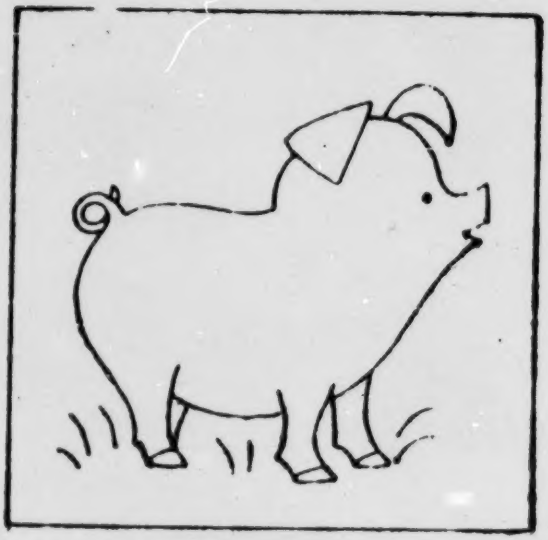


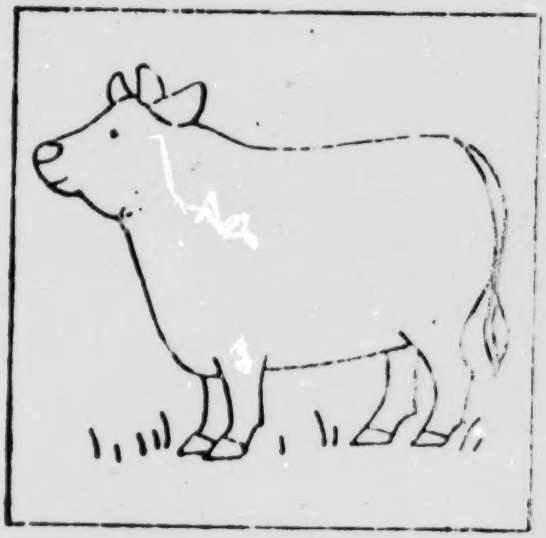
apple
peas
grapes
bananas
tomato
watermelon
celery
cherries
cupcake
pear
strawberry
meat

Some foods come from animals. Can you match the word groupings with the correct animal?

| 1. | 2. | 3. | 4. |
|---|---|---|---|
| CHICKEN<br>EGGS | PORK<br>HAM<br>BACON | BEEF<br>STEAK<br>ROAST | MUTTON<br>LAMB |







## THE BAKER

This is the person who makes our bread for us. Did you ever see a baker at work? He wears a white cap and apron. He puts bread into an oven.

Underline all the foods that a baker makes.

| | | |
|---|---|---|
| bread | rolls | cup cakes |
| eggs | butter | coffee cakes |
| meat | cookies | ice cream |
| cake | fish | jelly rolls |
| buns | cheese | candy |

Place the right words on the lines.

oven farm helper flour baker

Wheat comes from the _____.

Wheat is made into _____.

The _____ makes bread of _____.

The baker bakes bread in a big _____.

The baker is a good _____.

## PAT-A-CAKE, PAT-A-CAKE

### "Who Stole the Cookie?"

Take turns chanting these words with expression, using the names of the children playing.

| | |
|---|---|
| Suzie asks: | "Who stole the cookie from the cookie jar?" |
| Bill answers: | "Ann stole the cookie from the cookie jar." |
| Ann answers: | "Who, me?" |
| Bill answers: | "Yes, you." |
| Ann says: | "Not I!" |
| Bill asks: | "Then who?" |
| Ann says: | "John stole the cookie from the cookie jar." |
| John answers: | "Who me?" |

Repeat until everyone has had a turn.

## POEM

We are making cookie dough. (Pantomime using a mixer)
Round and round the beaters go.
Add some flour from a cup. (Pour)
Stir and fluff the batter up. (Stir)

Roll them; cut them nice and neat. (Pantomime rolling pin and cookie cutter)
Put them on a cookie sheet.
Bake them; count them; 1, 2, 3. (Push into stove and point to count)
Serve them to my friends for tea. (Serve)

## Quick Chocolate Oatmeal Cookies

2 3/4 cups sugar )
1 stick butter )
1/2 cup evaporated milk )
1 tsp. vanilla ) Boil for 1 minute
1/4 tsp. salt )
5 tablespoons cocoa )

Add 3 cups rolled oats, 1/2 cup crunchy peanut butter. Stir and drop by spoonsful on waxed paper.

## Easy Crunch Cookies

1 cup white Karo )
1 cup sugar ) Cook to boiling point but do not boil.

Remove from heat and add 1 1/2 cups peanut butter and 4 cups Special "K" cereal. Drop by teaspoonful on waxed paper. Let cool.

## Peanut Butter Balls

1 1/4 cups graham cracker crumbs
1/4 cup sugar
1/2 tsp. cinnamon
1/2 tsp. nutmeg
1/2 cup peanut butter
1/3 cup corn syrup (Karo)

Roll into small balls and roll each ball in powdered sugar or top with a couple of chocolate chips.

## EXPERIMENT #1

1. Pull down the shades of the room, turn off lights and turn on a filmstrip projector. Little specks of dust will be dancing in the beam of light.

2. Light a birthday candle. Hold a metal spoon over the candle. Let the children observe the carbon on its surface. Invite a child to blow out the candle. Candle will smoke. What is going into the air now? (Smoke)

3. Spray an aerosal hair spray into the air. What is going into the air now. (Chemicals)

## EXPERIMENT #2

1. Materials

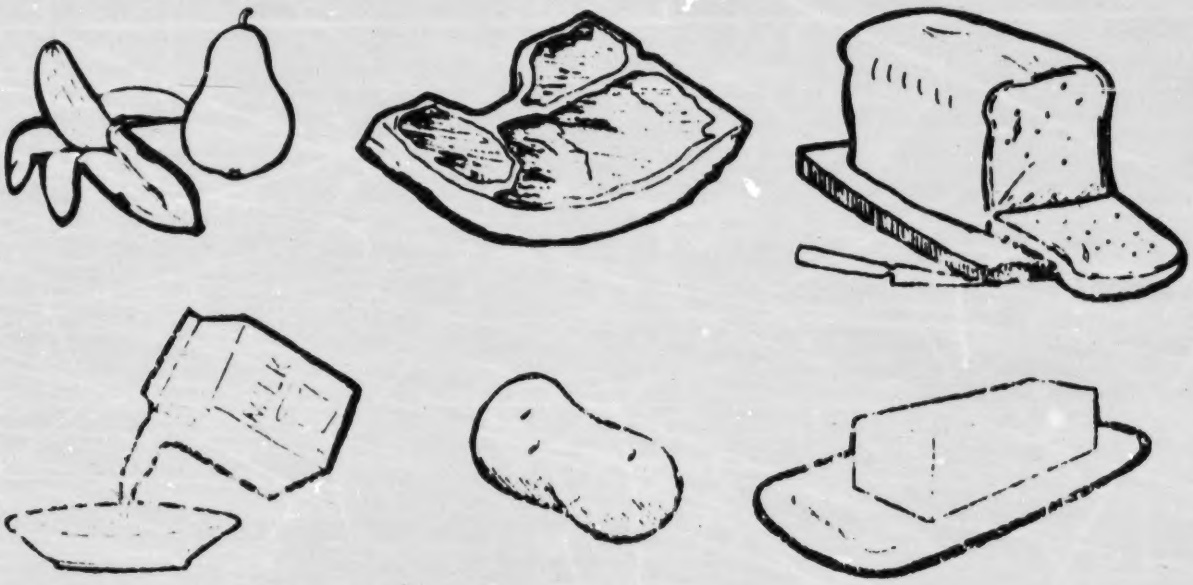
   2 potted plants (any kind except cactus)
   2 jars large enough to fit over the plants
   matches
   water
   2 tin plates

2. Procedure

   Put each plant on an aluminum plate. Water each plant. Label the plants A and B. Everyday for two weeks tip the jar over plant A for about ten seconds and let in fresh air. Everyday for two weeks tip the jar on plant B, place a match under it, put the jar down, and let the match burn out. Plant B will turn yellow and die. Burning produces gases which are harmful to plants and animals.

This experiment should be started a week or two before the unit is started.

MOTHER USES A FOOD FROM EACH FOOD GROUP. CAN YOU HELP MOTHER PLAN A GOOD MEAL?



NAME SOME EXAMPLES OF EACH FOOD GROUP.

fruits: _____

meat: _____

bread: _____

milk: _____

vegetables: _____

What do you put butter on? _____

_____

What do you eat for breakfast? _____

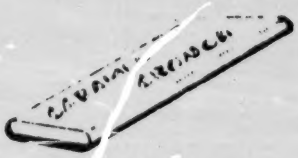
_____

What a good breakfast? _____

A good breakfast is one that comes from the basic food groups.

COLOR THE FOODS THAT ARE GOOD BREAKFAST FOODS.

eggs



candy bar

cereal

juice

grapefruit

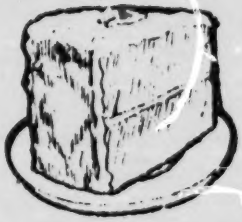
milk

pie

bacon

bread and butter

orange


cake

popcorn

WRITE THE NAMES OF THE FOODS THAT YOU COLORED ON THE LINES.

_____ _____ _____

_____ _____ _____

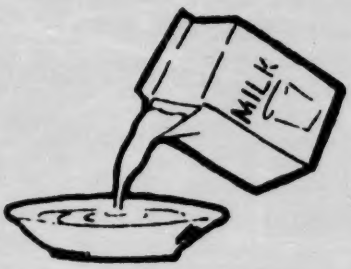
_____ _____ _____

Do you take your lunch to school? _____

These are some good foods to eat for lunch.

sandwich

vegetables




milk

fruit

dessert

What kind of sandwich would you eat? _____

What is a good vegetable to take in your lunch? _____

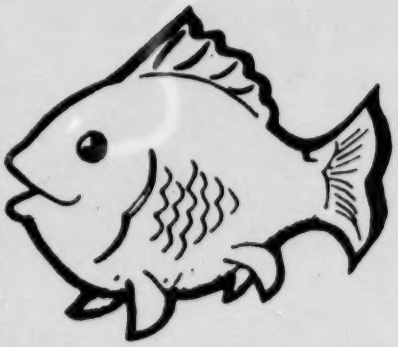
Do you eat your dessert first? _____

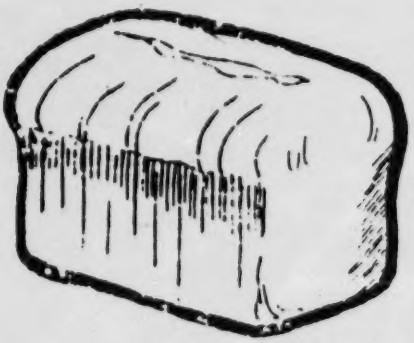
CIRCLE THE RIGHT ANSWERS.

1. A sandwich, pickles, milk, and cookies make a good lunch. yes no
2. Pie, cake, and chocolate milk make a good lunch. yes no
3. Boys and girls need to eat a good lunch. yes no

DRAW A LINE TO THE FOODS THAT MATCH THE WORDS LISTED.

1. bread
2. potatoes
3. green beans
4. fish
5. oranges
6. milk
7. pork chops
8. tomatoes





WHAT FIVE FOODS WOULD YOU MAKE FOR DINNER?

_____ _____ _____

_____ _____

## CURTAIN TIME

1. Suggested stories for dramatization

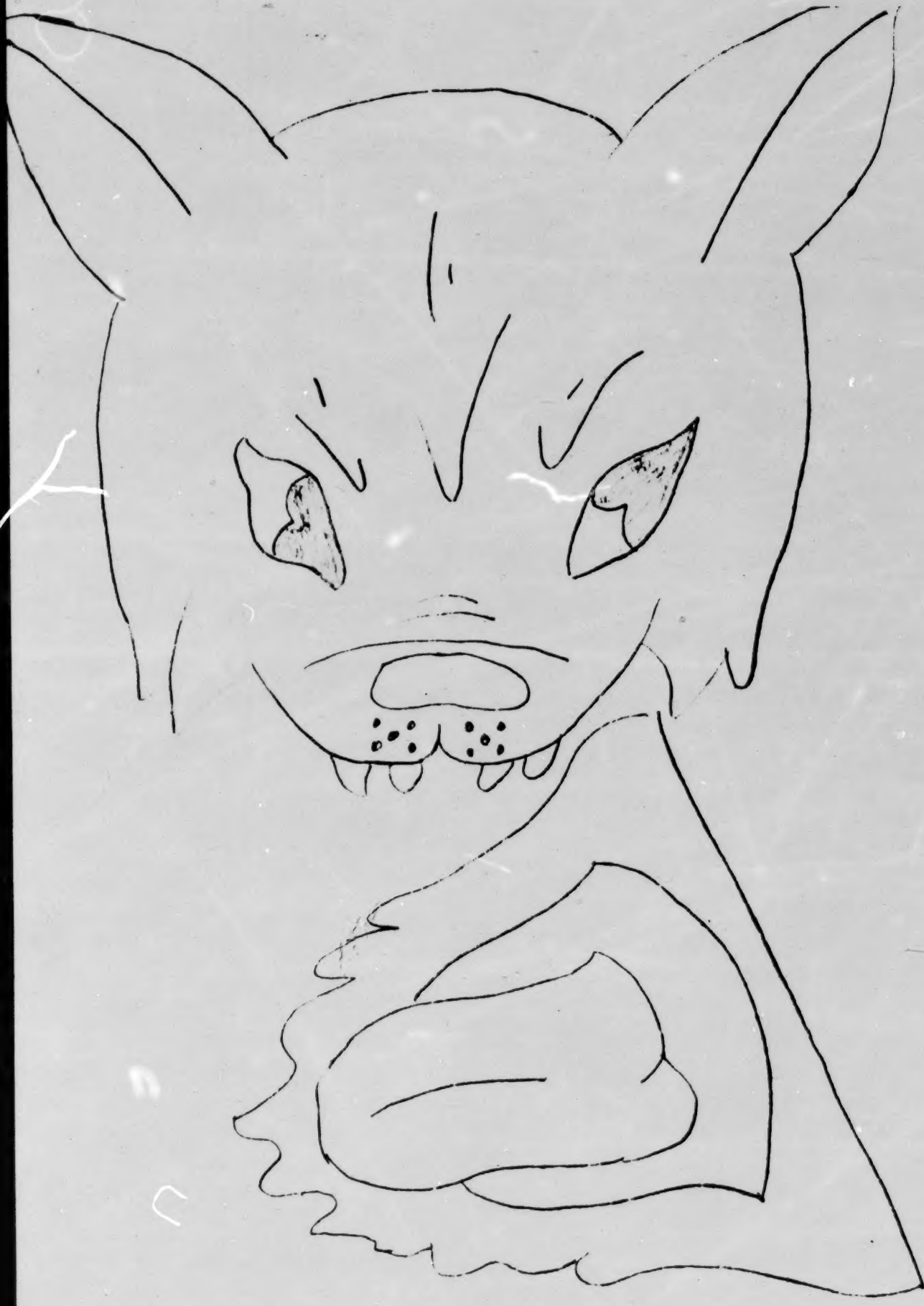
   a. "The Three Billy Goats Gruff", Rainbows, Houghton Mifflin, 1971
   b. "Little Red Hen"
   c. "The Three Little Pigs"

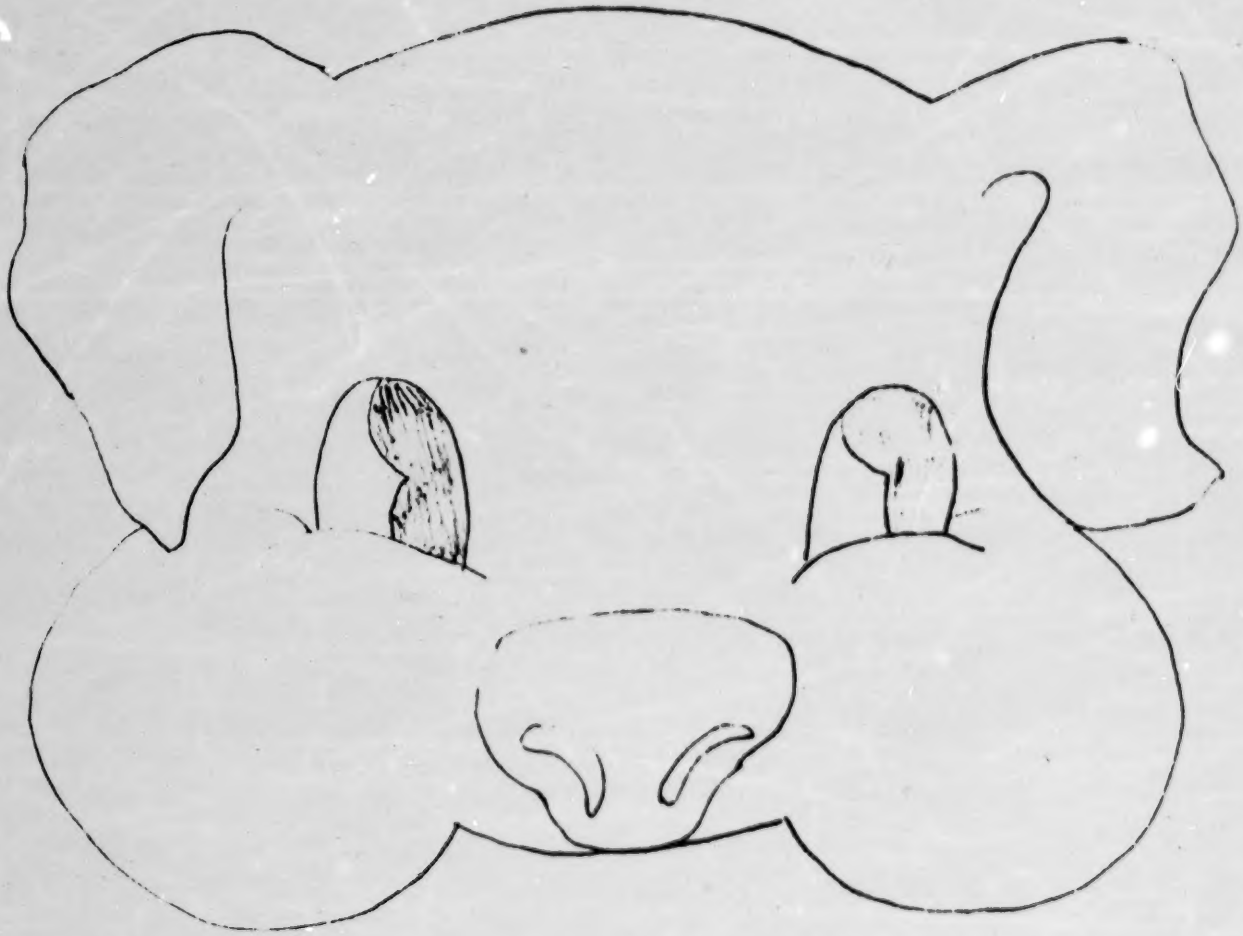
2. Suggested execution of the activity

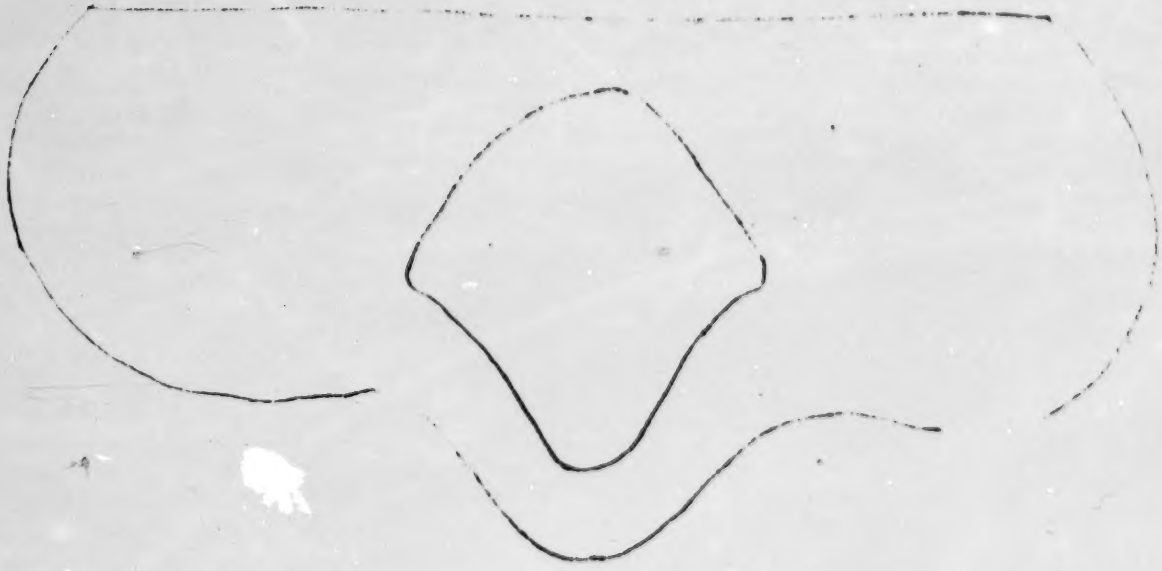
   a. Puppet show with stick puppets or sack puppets.
   b. Hats or masks for actors.
   c. Establish committees for every part of the project:

      1. Advertising Committee to make posters.
      2. Ticket Committee to make tickets from construction paper.
      3. Refreshment Committee to produce and sell popcorn.
      4. Set Design Committee to make and decorate puppet stage if stick or sack puppets are used.
      5. Costume Committee to make hats for the actors.
      6. Attendants to take tickets at the door. (Using toy money.)

3. You may wish to invite another class to view the production or simply contain the activity within the classroom.



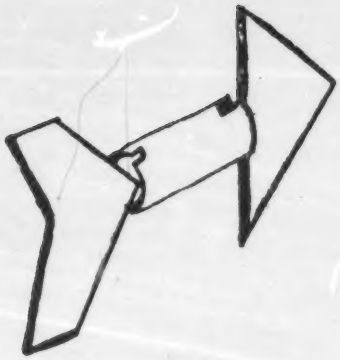




Hats for 3 Pigs

a singer.

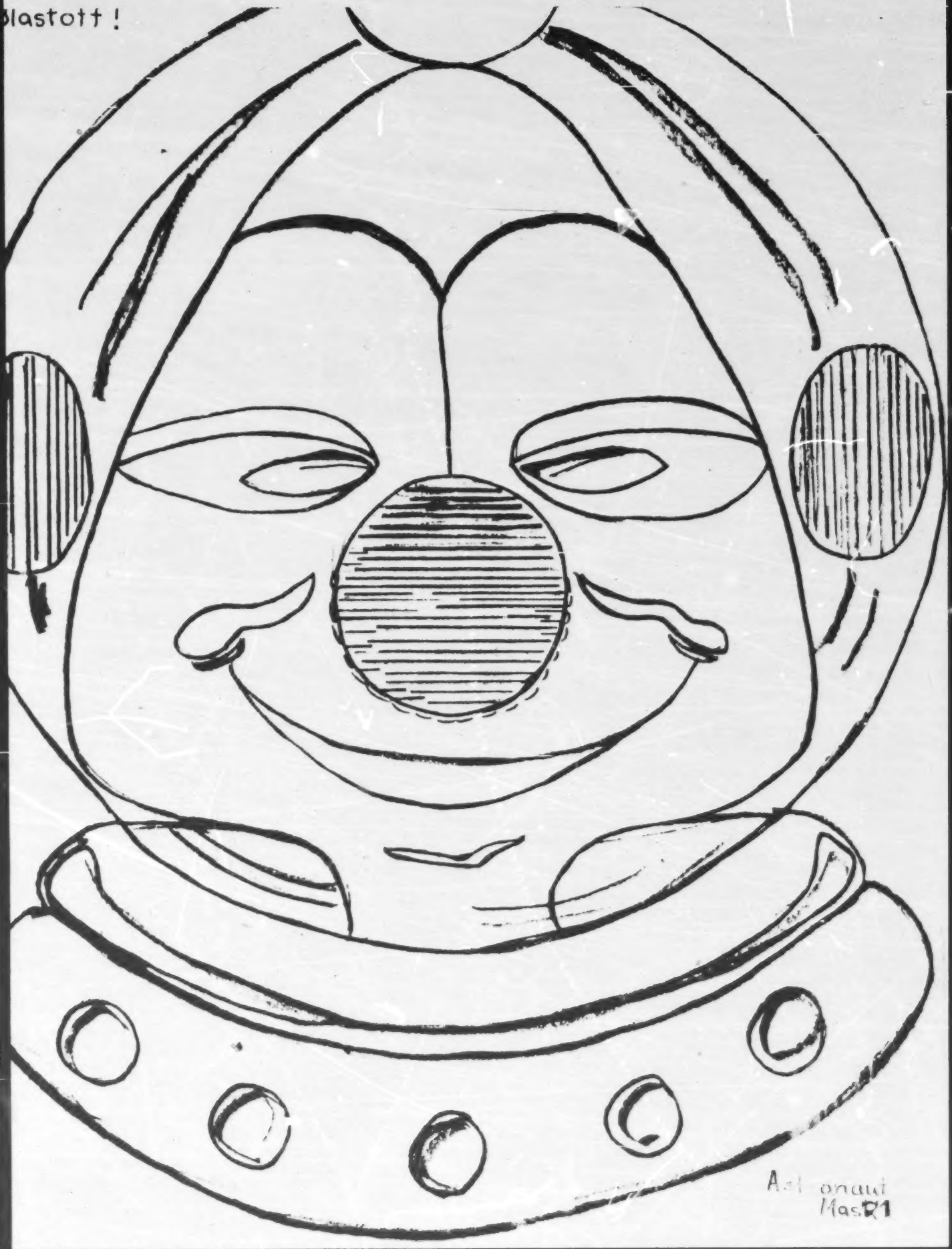
BLASTOFF!

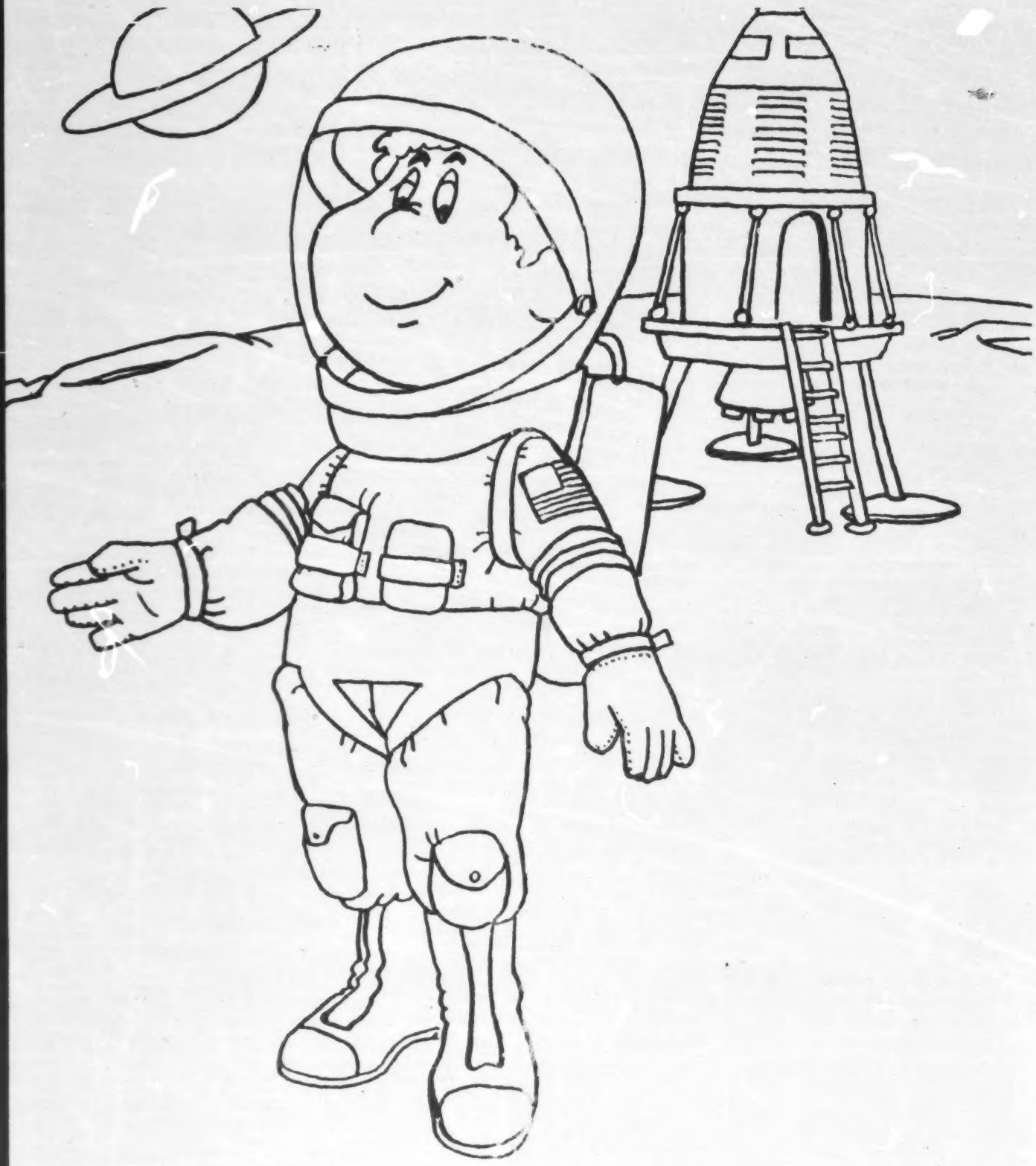


Cut a nose cone and tailpiece from a square piece of cardboard. Each piece should be about ½ inch wider on each side than the cardboard tube to which it will be joined.

Join the tail and nose to the rocket body (tube) by making 2 slits in each end of the tube and forcing the pieces into the slits.

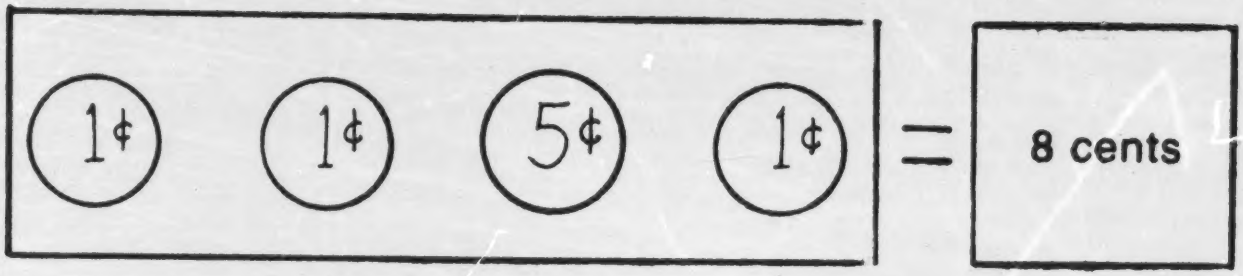
Cover the rocket with foil.

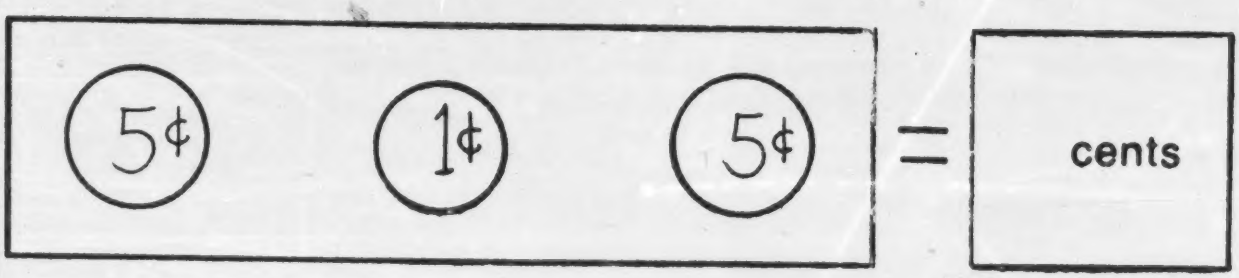

Astronaut
Mask 1

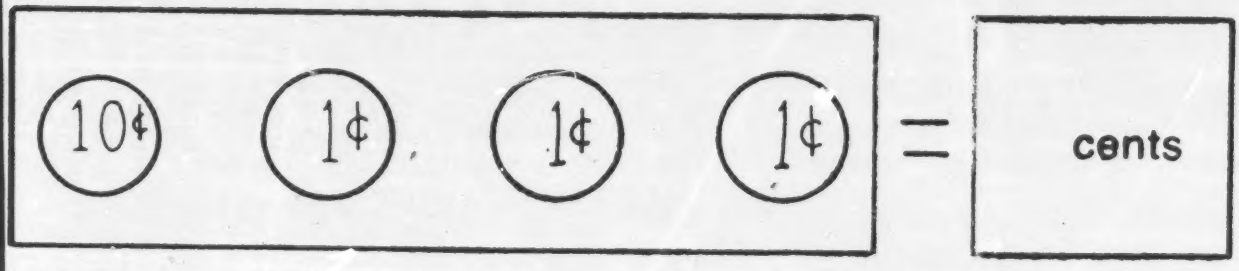


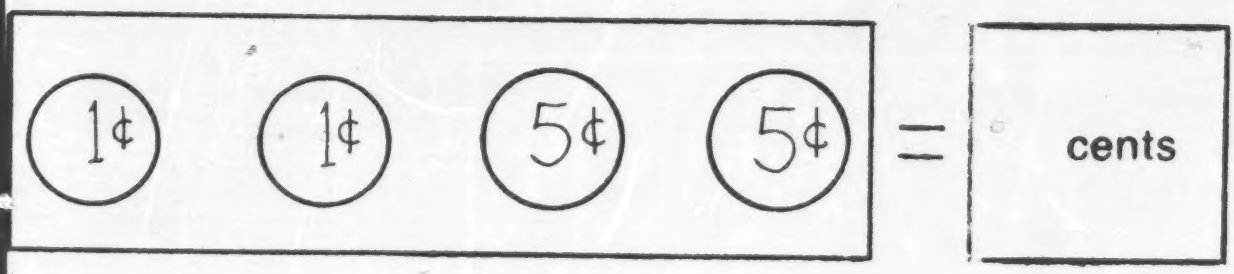
an astronaut.

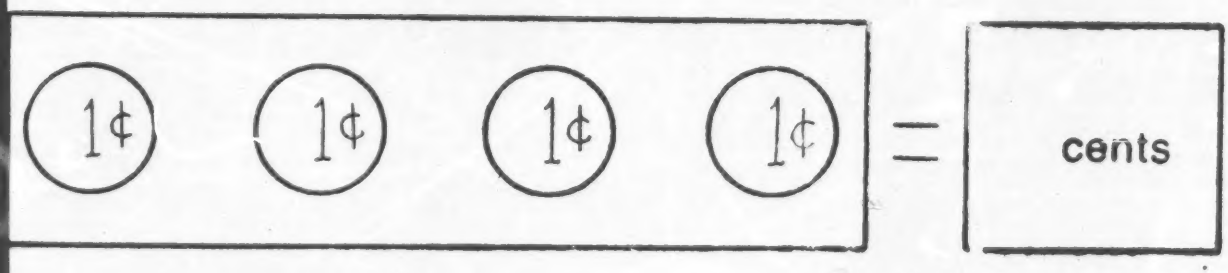
# HOW MUCH MONEY?



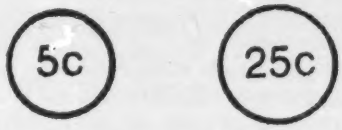



5c 5c 5c − 10c = c

25c − 1c 1c 1c = c

You have this much money.

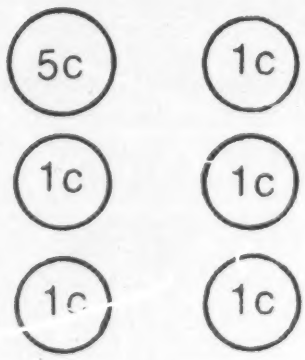



. . and you want to buy a book that costs 40c.

How much money will you need?

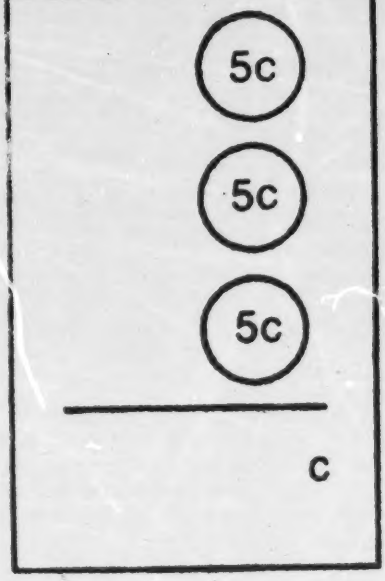
_____

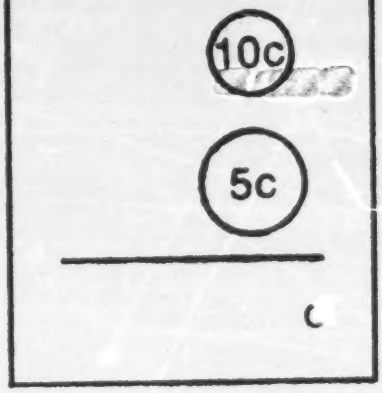
25c 25c = c




If you lose a nickel of this money, how much will you have left?

_____



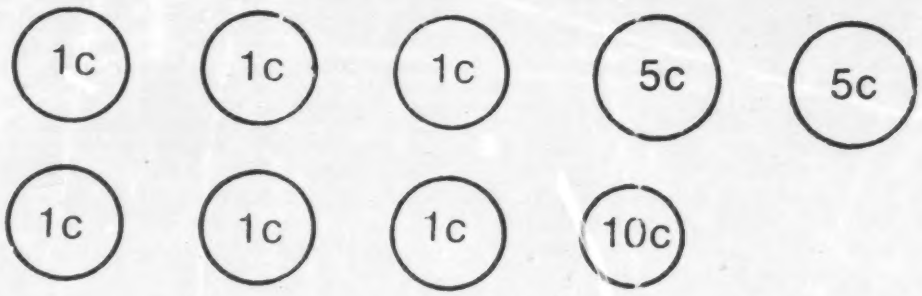

10c 10c 5c

=

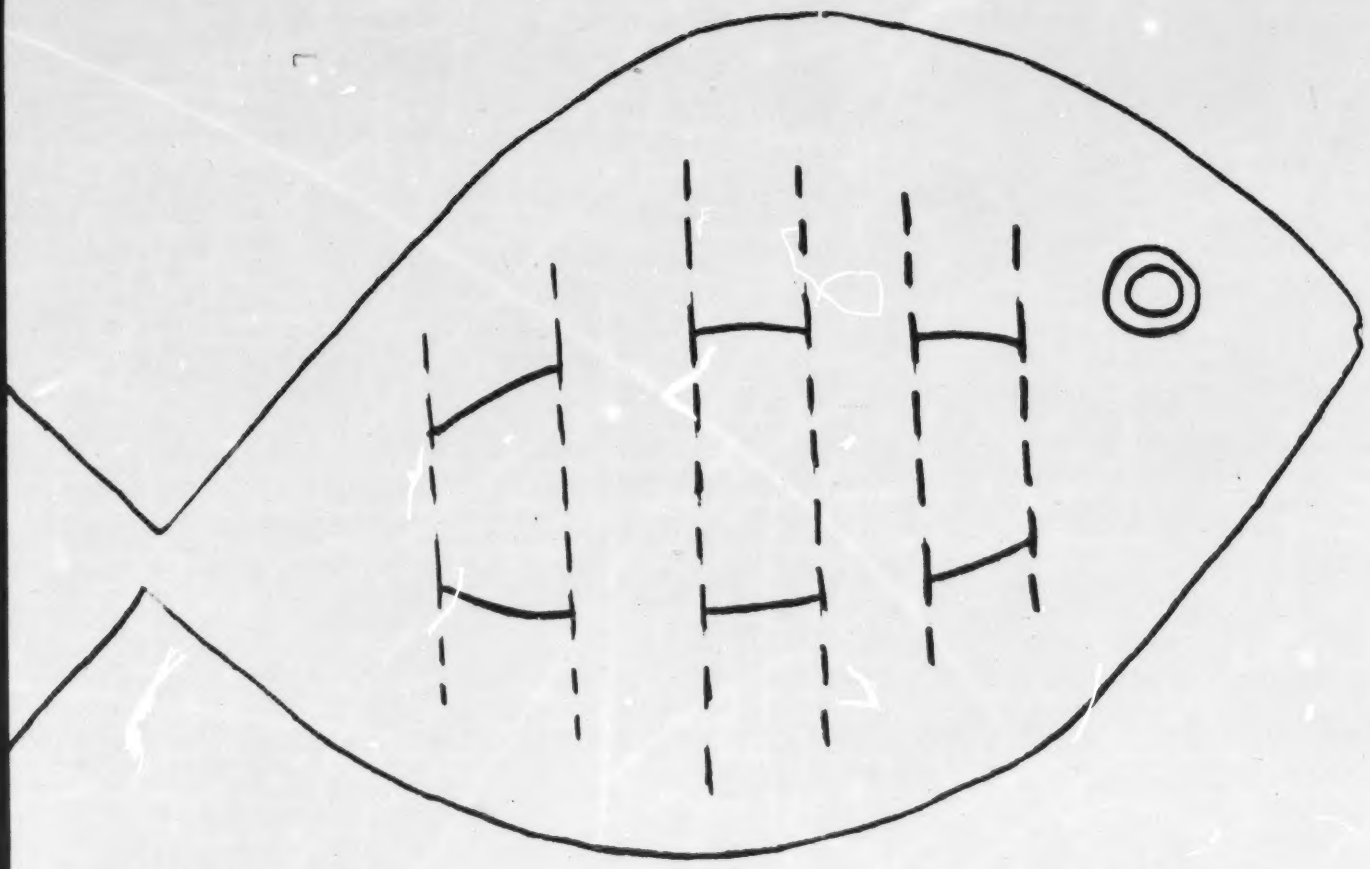
25c

It is called a _____

Mrs. Brown owes the grocer 25c.
She has this much money:




Draw a circle around the coins that show how much money she should give to the grocer.



## FISH MOBILE

1. Draw a fish on construction paper and cut it out.
2. Cut an oblong piece from a different colored sheet of construction paper.
3. Cut slits in the large fish and fold the cut pieces so that they give a three dimensional effect.
4. Weave the oblong piece between the slits.
5. Hang several of the fish on coat hangers to form a mobile.

## ADDITIONAL RESOURCES

### Kindergarten

"ONCE OVER LIGHTLY"

Who Is At the Door?, Isabel and Frederick Eberstadt, Little Brown and Co., 1957

White Snow - Bright Snow, Alvin Tresselt, Lothrop, Lee and Shephard Co., 1970

People Who Work Near Our Home, Clara Judson, E.M. Hale, 1942

While Suzie Sleeps, Nina Schneider, E.M. Hale, 1958

Saturday Walk, Ethel Wright, E.M. Hale, 1961

"FOR THE GOOD OF US ALL"

All Around Town, Phyllis McGinley, J.B. Lippincott, 1948

"MAY I HELP YOU?"

Pip Moves Away, Myra Berry Brown, Golden Gate Junio Books, 1967

"SUMMER FUN"

How Many Kids Are Hiding on My Block? Jean Merrill, Frances G. Scott, Albert Whitman & Co., 1970

Summer, Alice Low, Random House, 1963

Zoo, Bruno Munari, The World Publishing Co., 1963

The Plant Sitter, Gene Zion, Harper and Row, 1959

"BY THE SEA"

I Saw A Ship A-Sailing, Janina Domansha, MacMillan Co., 1972

Watch the Tides, David Greenwood, Holiday House, 1961

Sandpipers, Edith Thacher Hurd, Thomas Y. Crowell, 1961

The Paint Box Sea, Doris Herold Lund, McGraw, 1973

One Morning In Maine, Robert McCloskey, Viking Press, 1952

Seahorse, Robert A. Morris, Harper and Row, 1972

Hide and Seek Fog, Alvin Tresselt, Lothrop, Lee & Shepard Co., 1965

Seashore Story, Taro Yashimo, Viking Press, 1967

"LET'S GO TO THE FARM"

Tell About the Cowbarn, Daddy, Jean Merrill, Young Scott Books, 1963

Emily's Autumn, Janice May Udry, Albert Whitman & Co., 1969

"SELF-AWARENESS"

Grandmother and I, Helen E. Buckley, Lothrop, Lee and Shephard, 1969

The Sorely Trying Day, Russell Hoban, Harper and Row, 1964

It All Depends, Jane Yolen, Funk and Wagnalls, 1969

William's Doll Charlotte Zolotow, Harper and Row, 1972

I'll Fix Anthony, Judity Viorst, Harper & Row, 1969

"I WANT TO HELP"

You and the World Around You, Millicent Selsam and Greta Elgaard, Doubleday & Co., 1963

Science, Science Everywhere, Ruth Comer Weir, Abingdon Press, 1960

The Dead Tree, Alvin Tresselt, Parents' Magazine Press, 1972

The Wump World, Bill Peet, Houghton-Mifflin, 1970

If I Were A Cricket, Kazue Mizumura, Crowell, 1973

"ANIMAL"

This Home for Me, Solveig P. Russell, Broadman Press, 1962

Do You Want to Be My Friend, Eric Carle Thomas Y. Crowell, 1971